



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>



in the City of New York

ANNUAL REPORTS

1906

702
21
7
005/06

LIBRARY OF PRINCETON UNIVERSITY
PRESENTED BY

Columbia University.

“



Columbia University
in the City of New York

ANNUAL REPORTS
OF THE
PRESIDENT AND TREASURER
TO THE
TRUSTEES

WITH ACCOMPANYING DOCUMENTS

For the Year Ending June 30, 1906

NEW YORK
PRINTED FOR THE UNIVERSITY
1906

YI283VINU
YI283U
YI283VINU

CONTENTS

	PAGE
I. Annual Report of the President to the Trustees:	
New Buildings	I
Gifts	6
The University in 1906	7
Site	7
Teaching Staff	8
Degrees Conferred	8
Student Body	9
Financial Condition and Operations	10
Salaries of Professors	11
Carnegie Foundation for the Advancement of Teaching	22
Theodore Roosevelt Professorship	24
Yale-Columbia Co-operation	29
Faculty of Fine Arts	31
Physical Training for Women	33
Faculty Club	34
Unification of the University	35
School of Journalism	36
Barnard College	37
Teachers College	40
College of Pharmacy	41
Athletic Sports	41
University Stadium	48
Financial Condition of the University	50
Deaths of University Officers	52
Appendices:	
I. Report of Committee on Finance	53
Expenditure upon Land and the Erection of Buildings	57

iii

1.702
25021
(RECAP) 6702
21
1905/06

	PAGE
Gifts and Legacies for the Purchase of Land and Erection of Buildings	57
Endowment Account	57
The Table of Income and Expenditures	58
2. Statistics regarding the Teaching and Admin- istrative Staff for the Academic Year 1905-06	59
Summary of Officers	59
Vacancies	59
Promotions	62
Changes of Title	64
Appointments	65
3. Public Lectures	68
4. Committees of Appointment and Employment	76
5. Earl Hall	81
6. Riverside Park Extension	83
7. Gifts and Bequests	86
 Reports to the President of Columbia University :	
A. Educational Administration :	
REPORT OF THE DEAN OF COLUMBIA COLLEGE :	
Enrollment	89
Subjects offered for Admission	90
Prizes and Scholarships	90
Degrees	91
Program of Studies	91
Prescribed Studies	91
Recitations and Lectures	92
Grades and Credit	93
Tuition Fees	94
 REPORT OF THE DEAN OF THE SCHOOL OF LAW :	
Attendance	96
Future Growth	97
Examinations	98
Courses Offered	98
Changes in Program	98
Changes in Teaching Staff	99
Program of Studies	101

CONTENTS

v

	PAGE
Requirements for Admission	103
Scholarships	104

REPORT OF THE DEAN OF THE SCHOOL OF MEDICINE :

Registration	105
Curriculum	105
Section Work	106
Additions to Faculty	107
College of Pharmacy	107
Special lectures	107
Obstetrics and Diseases of Children	108
Museum Developments	108
Department of Anatomy	109
Department of Surgery	111

REPORT OF THE ACTING DEAN OF THE FACULTY OF APPLIED SCIENCE :

Deficient Students	112
Entrance Conditions	113
Absences	113
Abolition of Final Examination	113
Duplication of Instruction	114
Testing and Hydraulic Laboratories	114
Courses in Mechanics	114
Engineering Draughting	115
Operation of Laboratories	115
Proposed Rearrangement of Hours	115
Change of Name	116
Departmental Details	116
Contact of Professors and Students	116

REPORT OF THE ACTING DEAN OF THE FACULTY OF FINE ARTS :

Organization	118
School of Architecture	118
School of Music	121
School of Design	122
History of Art	123
Program of Studies	123

	PAGE
REPORT OF THE DEAN OF THE SCHOOL OF POLITICAL	
SCIENCE :	
Attendance	125
Degrees	127
Courses	127
Publications	127
Quarterly	127
Changes in Faculty	128
REPORT OF THE DEAN OF THE SCHOOL OF PHILOSOPHY :	
Death of Professor Earle	130
Growth of the School	130
Enrollment Statistics	131
Women Students	132
Students from Theological Seminaries	133
Doctor of Philosophy	133
Master of Arts	134
Examinations	134
Fellows and Scholars	135
Need of Provision for Women	135
Faculty Legislation	135
Early Registration	137
REPORT OF THE DEAN OF THE SCHOOL OF PURE	
SCIENCE :	
Registration Statistics	138
Officers of the Faculty	138
Mechanics and Physics United	139
Physiological Chemistry	139
Lectures in Mathematical Physics	139
REPORT OF THE DEAN OF BARNARD COLLEGE :	
New Dormitory	140
Temporary Alumnæ Hall of Residence	141
Pure Science Course	141
Gifts	142
Endowed Scholarships	142
Physical Education	143
Secondary Schools	143

CONTENTS

vii

	PAGE
REPORT OF THE DEAN OF TEACHERS COLLEGE :	
Student Enrollment	145
Faculty Changes	146
Collegiate Course	148
Domestic Science	151
Domestic Art	154
Household Art Design	154
Bryson Library	154
Publication Bureau	155
Appointment Committee	156
Student Affairs	156
 REPORT OF THE DEAN OF THE COLLEGE OF PHAR-	
MACY :	
Payment of Indebtedness	157
Junior and Senior Classes	157
Scholarship	158
First University Class	159
Discipline	159
Co-operation with Medical Department	159
 REPORT OF THE DIRECTOR OF THE SUMMER SESSION :	
Attendance	160
Higher Degrees	162
Teaching Staff	162
Program of Studies	162
Public Lectures	164
Excursions	164
New Courses Recommended	165
Summer Courses in Medicine	166
 REPORT OF THE DIRECTOR OF EXTENSION TEACHING :	
Courses Given at the University	167
Courses Given away from the University	169
Registrations	171
Officers of Instruction	171
Extension Lectureship	172
Syllabi	172
Establishment of Evening Courses	172

	PAGE
REPORT OF THE DIRECTOR OF THE GYMNASIUM :	
New Schedule	174
More Room Needed	174
Open-Air Facilities	175
Physical Education as Academic Work	175
Examinations	176
Calls from Other Institutions	176
Statistics	176
 REPORT OF THE SECRETARY OF THE UNIVERSITY :	
Printing and Distribution	178
Alumni Visitor	179
Credits and Values	179
Academic Awards	179
Printing Machinery	181
Student Guides	181
Academic Meetings	181
Public Addresses	182
Miscellaneous Records	183
Personnel	184
 REPORT OF THE REGISTRAR :	
Enrollment	185
Table I, Registration, 1905-06	189
II, Registration, 1898-1906	190
III, Distribution of Students in Applied Science	191
IV, Seminary Students	191
V & VI, Classification of Graduate Students	192
VII, Major and Minor Subjects of Graduate Students	194
VIII, Summary by Divisions and by Fac- ulties	195
IX & X, Geographical Distribution	195
XI, Graduates of Higher Institutions	201
XII, Nature of Degrees Held by Students	207
XIII, Degrees and Diplomas Granted 1905-06	208
XIV, Degrees and Diplomas, 1900-06	209

CONTENTS

ix

	PAGE
XV, Specialties of Recipients of Higher Degrees, 1905-06	210
XVI, Classification of Students Attending One or More Courses	212
XVII, Age of College and Applied Science Students	214
Summer Session of 1906	215
Class of Students	217
Attendance on Courses	219
General Catalogue, edition 1906	220

B. Buildings and Grounds:

REPORT OF THE SUPERINTENDENT OF BUILDINGS AND GROUNDS :

Completion of Buildings	221
Residence Halls	222
Administration of Residence Halls	223
University Commons	224
Faculty Club	226
Mines and Engineering	226
St. Paul's Chapel	227
East Hall	227
Departmental Assignments	228
Hamilton Hall	228
Need of Additional Space	229
Power Plant Equipment	229
Teachers College	229
Barnard College	230
Schools of Medicine and Pharmacy	232
The University Grounds	232
Gifts and Further Needs	233
Increased Use of Buildings	233

C. The Library:

REPORT OF THE LIBRARIAN :

Page Service	235
Increased Service	236
Not a Public Library	237

	PAGE
Not a Museum	238
Cost of Special Processes	239
Personal Services	239
A New Field	240
The Ex-Officio Staff	240
Changes in Occupancy	242
Mass Purchases	243
Hispanic Society	243
Record of Gifts	244
 2. Report of the Treasurer to the Trustees	 250
(Table of contents prefixed to report)	
Financial Statement, Barnard College	297
Financial Statement, Teachers College	298
Financial Statement, College of Pharmacy	303

ANNUAL REPORT
OF THE
PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

There is submitted herewith the annual report required by the Statutes for the year ending June 30, 1906. The reports of the several Deans, of the Superintendent of Buildings and Grounds, of the Secretary of the University, of the Librarian, and of other executive officers, accompany this report and set out in full the operations of the University during the year.

As will appear in detail from the reports of the Superintendent of Buildings and Grounds and of the Treasurer, the year just closed has **New** seen important additions to the material **Buildings** equipment of the University. At the opening of the academic year in September, the School of Mines was occupied for the first time, and, as was anticipated, it makes full and adequate provision for the needs of the important Departments of Mining and of Metallurgy. Moreover, the transfer of these two departments from the crowded quarters hitherto occupied by them in the School of Engineering

enabled new and much needed space to be placed at the disposal of the Departments of Civil, Electrical, and Mechanical Engineering. The several Engineering Departments of the University are now much better provided for than ever before, and if it were possible to make additions to their equipment from time to time and to provide for the more thorough care and oversight of the machinery which they possess, they would have few needs of importance until the number of students under their charge is considerably increased.

St. Paul's Chapel was substantially completed at the close of the year under review and is now finished and ready for occupancy. The dignity, appropriateness, and great beauty of this building have already made a deep impression both within and without the University. It is an earnest of the policy of the Trustees to spare no effort to give to religious influence, religious aspiration, and religious service their appropriate place in the life of a great company of students who are spending years precious for the formation of mind and character in residence at the University.

Columbia University is a Christian institution, and by its charter and traditions its christianity is truly catholic, and the spirit of St. Paul's Chapel will be as broad and as tolerant as the spirit of the University. Its office will be to preach and to teach Christian religion and Christian morals in the broadest and most fundamental sense of those terms. Since the foundation of the College a daily service has never been omitted, but now that a splendid building is provided for religious worship there is

every reason to believe that this service will attract a larger number of students and be a far more important factor in the daily life of the University than ever before.

It is proposed that in addition to the daily Chapel service of twenty minutes at mid-day, there shall be a service with preaching on Sunday afternoon, at which it is not unreasonable to expect a large attendance of officers of the University and their families, as well as of students.

The Chapel pulpit will be free to any Christian minister or other speaker who may from time to time be invited to occupy it.

It is noteworthy, too, that St. Paul's Chapel has already become in a sense a memorial building. Members of sixteen families associated with the life of the University, many of them in its earliest years, are already suitably commemorated in the dome windows. The beginnings of King's College are recalled in this newest of Columbia University buildings and the cycle of influence and of tradition is complete.

Hamilton Hall, for which the excavation was begun on May 2, 1905, and whose corner-stone was laid with appropriate ceremony on September 27, 1905, despite some unforeseen delays in its construction, will soon be ready for use. This building was given to be the home of the historic Columbia College. Noble in its architecture and spacious in its provision for the needs of officers and students, Hamilton Hall should afford to Columbia College the opportunity to enter upon a new life. All strictly undergraduate teaching of men will

be carried on in Hamilton Hall. There the Dean of Columbia College and those professors and instructors who take personal part in the undergraduate teaching will have their studies and administrative offices. For the students a College study has been provided to which will be brought several thousand books most useful for reference in connection with the work of College classes. In the several lecture and class rooms provision is made for the simultaneous instruction of 2600 students. Columbia College may grow to more than four times its present size, therefore, and still every College student might conceivably be in attendance at one and the same time upon a college exercise in Hamilton Hall. It is sincerely hoped that Hamilton Hall will renew and extend the best of our college traditions and ideals whose influence has now extended over more than a century and a half.

Unfortunately, it has not been possible to begin work upon Kent Hall, planned for the accommodation of the Schools of Law and Political Science. The ground has been cleared for this building and work can be begun just as soon as the Trustees are in possession of the funds to meet the cost of its construction. Kent Hall is to be, in external aspect, quite similar to Hamilton Hall, and its cost, like that of Hamilton Hall, is estimated at \$500,000. This is the one building which the University now most needs.

As soon as Hamilton Hall is occupied, East Hall will be used as a centre for the work of the Faculty of Philosophy and for the Deans of the Faculties of Political Science, Philosophy, Pure Science, and

Fine Arts. There will be much gain in convenience and to the public generally in bringing these administrative offices, hitherto widely separated, together in one place.

As the Superintendent points out in detail, the residence halls, open for the first time at the beginning of the academic year, have been very successful. Not only are the accommodations offered to the students of the very best, but the average cost of room rent for the entire academic year has been kept at the very low figure of, approximately, \$126. Inasmuch as the rooms are furnished, as well as supplied with hot and cold water, steam heat, and electric light, and are in a fire-proof building, it is obvious that the cost to the student is very low. The residence halls and the university commons have, for the first time, made proper provision for the board and lodging of large numbers of students. There is reason to believe that for the academic year 1906-07 both Hartley and Livingston Halls will be entirely occupied, and that within two or three years at the most it may be necessary to consider the erection of a third residence hall upon South Field.

There is both official and student testimony at hand to prove that the effect of the residence halls upon student life at the University has been good. It is the testimony of representative students that the effect of the residence halls upon the life of the University can hardly be overestimated. The opportunity to live in close proximity to men engaged in the same kind of work, to exchange ideas upon various phases of college and university life, and to promote

general good fellowship and close acquaintance among the student-body, is certain to have a beneficial effect upon the future life of those to whom this opportunity is offered. The charmingly furnished main halls in each of the two buildings have been largely instrumental in bringing the residents together.

During the year sums amounting in all to \$1,050,323.16 have been received by the University to aid in carrying on or in extending its work. These gifts are enumerated in detail in the report of the Treasurer. Three of the gifts are for the endowment of professorships, namely, the George Blumenthal Fund to endow a chair of politics; the Edward R. Carpentier Fund to endow a chair on the history of civilization; and the James Speyer Fund to endow the Theodore Roosevelt Professorship in the University of Berlin. The James S. Carpentier Fund has received the generous addition of \$25,000 from Mr. Horace W. Carpentier of the Class of 1849. The sum total of gifts in money received during the year by the several corporations included in the University is shown in the following table:

	Columbia University	Barnard College	Teachers College	College of Pharmacy	Total
To establish Trust Funds	\$333,557.55	\$7,977.00	\$132,277.41	—	\$473,811.96
or Buildings and Grounds	629,735.90	—	47,661.50	—	677,397.40
For Payment of Debt....	—	—	—	—	—
For Current Interest on the Debt.....	—	—	—	—	—
For Immediate Use.....	\$87,029.71	25,666.00	36,004.71	—	148,700.42
	<u>\$1,050,323.16</u>	<u>\$33,643.00</u>	<u>\$215,943.62</u>	<u>—</u>	<u>\$1,299,909.78</u>

The grand total of gifts in money to the several

corporations included in the University for each of the last five years is as follows:

1901-02.....	\$1,082,581.02
1902-03.....	1,721,895.06
1903-04.....	1,783,138.18
1904-05.....	1,960,247.87
1905-06.....	1,299,909.78
Total.....	<u>\$7,847,771.91</u>

Statistical summaries, in a form suitable for comparison with those of previous years, The University showing the state of the University on June 30, 1906, are given herewith.

		The Site	
		SQUARE FEET.	ACRES.
A. 1. At Morningside Heights:			
	Green and Quadrangle	734,183.08	16.85
	South Field.....	359,341.15	8.25
	Chaplain's Residence .	2,000.00	.05
		<u>1,095,524.23</u>	<u>25.15</u>
	2. At West 59th Street.....	75,312.38	1.73
		<u>1,170,836.61</u>	<u>26.88</u>
B.	At Barnard College.....	177,466.60	4.07
C. At Teachers College:			
	1. At 120th Street.....	133,737.00	3.07
	2. At Speyer School.....	5,213.00	.12
		<u>138,950.00</u>	<u>3.19</u>
D.	At College of Pharmacy....	7,531.00	.17
	Grand Total.....	<u>1,494,784.21</u>	<u>34.31</u>
E. Summer Course in Civil Engineering, Morris, Conn., 500 acres.			

	Columbia University	Barnard College	Teachers College	College of Pharmacy	Total	
The Teaching Staff			(Excluding the Horace Mann School)		(Excluding Duplicates) 1906	1905
Professors.....	134	17	22	7	134	121
Adjunct Professors.	51	9	10	1	51	48
Clinical Professors and Lecturers....	18	..	..	..	18	17
Instructors.....	83	6	21	4	105	91
Demonstrators.....	11	..	..	..	11	5
Assistant Demon- strators.....	3	..	..	..	3	10
Tutors.....	40	9	3	..	43	65
Curators.....	2	..	..	..	2	2
Lecturers and other special officers of instruction.....	36	12	9	..	45	31
Assistants.....	47	4	14	1	62	65
Clinical Assistants..	70	..	..	..	70	68
Total.....	495	57	79	13	544	523
Administrative offi- cers.....	18	7	10	5	25	28
Emeritus officers ..	13	..	..	1	14	13
Total.....	526	64	89	19	583	564

Degrees During the academic year 1905-06, 892 degrees
Conferred and 253 diplomas were conferred, as follows:

Bachelor of Arts, Columbia College.....	104
Bachelor of Science, Columbia College.....	5
Bachelor of Arts, Barnard College.....	75
Bachelor of Laws.....	80
Doctor of Medicine.....	152
Pharmaceutical Chemist.....	10
Doctor of Pharmacy.....	1
Engineer of Mines.....	45
Civil Engineer.....	24
Electrical Engineer.....	24
Mechanical Engineer.....	15
Metallurgical Engineer.....	2
Bachelor of Science.....	127
In Architecture.....	5
In Chemistry.....	4

In Education.....	118		
Master of Arts.....	178		
Master of Laws.....	2		
Doctor of Philosophy.....	42		
Honorary Degrees.....	9	895	
<hr/>			
Diplomas in Education:			
Bachelor's Diploma.....	197		
Special Diploma.....	22		
Master's Diploma.....	36		
Doctor's Diploma.....	3	258	
<hr/>			
Total degrees and diplomas granted.....		1153	
Total individuals receiving them.....		938	
Conferred by the New York College of Pharmacy:			
Graduate in Pharmacy.....	175		
Doctor of Pharmacy.....	15	190	
<hr/>			

The enrolment of students as compared with that for the preceding year was as follows: The Student Body

Under the University Corporation:

		Gain.	Loss.
Undergraduates in Columbia College.....	589	55	
Students of Applied Science.....	580	—	21
Students of Law.....	286	—	55
Students of Medicine.....	437	—	118
Graduate Students of Philosophy, Political Science, and Pure Science.....	861	79	—
Architecture.....	107	29	—
Music.....	33	—	11
Students at Summer Session of 1905.....	1018	57	—
<hr/>			
Total (excluding 287 duplicates).....	3624	—	—
Undergraduates in Barnard College.....	390	24	—
Teachers College.....	865	144	—
College of Pharmacy.....	353	—	89
<hr/>			
	5232		
Less Double Registration.....	268		
<hr/>			
Net Total.....	4964	—	17
Extension Students.....	2832	—	—

Fifty-two per cent. of the enrolment in the Medical School and twelve per cent. of that in the Schools of Applied Science are made up of college graduates or students of equivalent training. In 1904-05 there have been in residence at Columbia University (under the Corporation only, and excluding the Summer Session) no fewer than 1426 students who had already been graduated at a college or scientific school or at a European institution of equal rank. These students numbered 49.3 per cent. of the total enrolment under the University Corporation. In this list 229 American and 57 foreign institutions were represented by their graduates. Columbia itself naturally led with 350 degrees, and then followed the College of the City of New York with 168, Harvard with 76, Yale with 63, Princeton with 51, Vassar with 31, Cornell and Smith with 26 each, Amherst with 24, Wellesley with 22, New York University with 20, Wesleyan with 19, Michigan with 18, Williams with 16, Chicago, Leland Stanford, and Syracuse with 14 each, St. Francis Xavier with 12, Brown, Dartmouth, Missouri, and Trinity (Conn.), with 11 each, and Adelphi, Bryn Mawr, Lafayette, Nebraska, and Oberlin with 10 each.

FINANCIAL CONDITION AND OPERATIONS OF THE UNIVERSITY

(The figures for real estate given in the following tables are the assessed valuations on the records of the Bureau of Taxes and Assessments in the City of New York)

	Columbia University	Barnard College	Teachers College ¹	College of Pharmacy	Totals
Property owned, June 30, 1906:					
1. Occupied for Educational purposes	\$7,697,000.00	\$525,000.00	\$1,595,000.00	\$125,000.00	\$9,942,000.00
2. Held for Investment...	22,863,809.92	684,210.31	719,588.57	—	\$24,267,608.80
Total	\$30,560,809.92	\$1,209,210.31	\$2,314,588.57	\$125,000.00	\$34,209,608.80
Outstanding Debt	\$3,271,000.00	\$25,874.86	—	\$100,000.00	\$3,396,874.86
Annual Budget for 1906-07:					
1. For Educational Admin- istration and Instruc- tion	\$1,188,616.73 ²	\$110,895.00	\$399,068.18	\$28,894.00	\$1,652,173.91
2. For Interest on Debt...	99,120.00	—	—	4,500.00	103,620.00
Total	\$1,287,736.73	\$110,895.00	\$399,068.18	\$33,394.00	\$1,755,793.91
Income for 1905-06:					
From Fees of Students...	\$535,043.47	\$53,776.83	\$314,948.65	\$37,582.09	\$941,351.04
From Rents	383,176.02	—	—	—	\$383,176.02
From Interest	163,064.24	28,154.58	28,942.34	—	\$220,161.16
From Miscellaneous Sources	131,505.92	10,067.07	4,311.01	9,868.05	\$155,752.05
Total	\$1,212,789.65	\$91,998.48	\$348,202.00	\$47,450.14	\$1,700,440.27

¹ Including cost and income of the Horace Mann School, for 1905-06.

² This includes by duplication the Barnard College salary item of \$75,300.

Despite the heavy burdens upon the corporation as referred to at length in another part of this report, it is not possible longer to avoid facing **Salaries of** the fact that the salaries paid to the **Professors** professors and adjunct professors of the University are inadequate, and that the effects of this inadequacy are deplorable.

So long ago as 1857, the Trustees gave serious consideration, at the hands of a special committee, to the subject of the compensation which should properly be paid to the professors in Columbia College.

On May 11, 1857, it was

Resolved, That the incumbents of the chairs of Chemistry, of Mathematics, of Moral and Intellectual Philosophy, of Ancient and Modern Literature, and of History and Political Economy, should severally receive a salary at the rate of \$3000 per annum.

At the same time it was provided that in addition to such salary there should be allowed to those professors to whom a dwelling was not assigned at the College, a sum not exceeding \$1000 per annum for house rent. In the course of a few years this provision resulted in making the salaries of the incumbents of the chairs named, \$4000 each.

In 1861 it became necessary to reduce the expenses of the corporation, and in that year a substantial reduction was made in the amount of the salaries paid to the several professors. Those professors who had been in receipt of an annual salary of \$4000 each had their compensation reduced to \$3600 each, and one professor who had been in receipt of a salary of \$3300, had his compensation reduced to \$2900.

At the time when this reduction in compensation was made, there were, in addition to the President, but ten professors in the service of the College.

On February 5, 1866, a select committee of five, which had been appointed to consider and report upon the amount of salaries and compensation received by the several members of the Faculty, and to consider and report whether it was expedient or proper to make any changes in the rate of compensation allowed to any or all of the professors, and whether it was expedient or proper to discriminate between the several professors as to their salaries or rate of compensation, and if so as to how such discrimination should be made, submitted an elaborate report.

It appeared that at the date of the report there were, in addition to the President, seven professors in active service in Columbia College. Of these, five received salaries of \$4000 each, one a salary of \$3300 together with the free occupancy of a house the rental of which was estimated at \$700, and one a salary of \$1800. The Professor of Municipal Law received a salary of \$6000 and a proportion of the tuition fees of the students of law, which for the year covered by the report had increased his salary to \$7607.64. The Professor of Political Science received a salary of \$4000, and the three professors in the newly established School of Mines received salaries of \$3000 each.

The special committee made inquiry as to the salaries paid at other institutions of learning, and reported that at Union College the stated salary of a professor was \$1500, to which had been added

for each of the two years past an increase of 20 per cent., or \$300. The usual salary of a professor at Yale College was \$2300, and at Harvard College, \$2400. The committee pointed out that the three institutions mentioned were all situated in places where the expenses of living were less than in the city of New York, and that this difference should be borne in mind in estimating the value of the salaries received by the professors in the several institutions.

The committee also stated that, inasmuch as Columbia College was chiefly dependent upon private liberality for support and had but slender means of its own, the compensation then paid to its professors was inadequate as a result of necessity and not from choice, and that, therefore, no proper conclusion could be drawn as to what the salary of a professor should be from the amount then paid.

After reviewing all the information at their command, the special committee expressed the opinion that the salaries paid to the professors of Columbia College were adequate at the time they were established, but that the time had come when they should be changed. The committee expressed a willingness to discriminate in regard to the compensation to be paid to the several professors, and suggested that the only proper basis of discrimination was to be found in the amount of service rendered by each. The committee admitted the difficulty, and perhaps the impracticability, of running an even line of justice in making such discriminations, but were prepared to accept usage as throwing some light upon the discriminations which might wisely be authorized.

It is interesting to observe that then as now the professors were confronted by problems due to the greatly increased cost of living. In the belief, apparently, that this increased cost was the result of the Civil War and would not continue, the committee recommended that all salaries be increased by twenty-five per cent. for each of two years. The effect of these recommendations was to fix the salaries of the chief chairs in the College at \$4000, and to make an additional grant of \$1000 each to the incumbents of such chairs for each of two years. Subsequently, on several occasions, the Trustees made a temporary augmentation in the salary of the professors, with the result that at one time the incumbents of the leading chairs were in receipt of a compensation of \$6000.

This was the situation when, on December 6, 1875, the Trustees received a communication signed by each of the eight professors then in active service in the College, from which the following quotation may be made.

"In the year 1857 the Trustees of the College established a rate of compensation for the professors, which they deemed just and no more than adequate.

"In consequence of the greatly increased cost of living produced by the War of the Rebellion and other causes, the Trustees increased the compensation of their professors—but the experience of our body has made us feel keenly that the increase in the cost of living has been greater than that of the compensation. The professors were in better condition seventeen years ago than they are now, when the College has so much ampler means.

"Not only do we find it impossible to save anything from our salaries for future needs or for our families,

but we are unable to meet our necessary expenditures without drawing upon other resources or seeking uncongenial and inappropriate employment. We believe that the true interests of our College require that the compensation of its professors should be such as to free them from the necessity of extraneous work merely for pay. Feeling severely the annually increasing pressure of narrowed means, and the distracting influence of the ever-recurring difficulty of providing for our household necessities, we respectfully present this statement to your Honorable Board, and request that you will give it a generous consideration."

The communication was referred to a special committee of five members of the Board, consisting of Mr. Rutherford, Mr. Nash, Mr. Schermerhorn, Mr. Harper, and Mr. Beekman.

On February 7, 1876, this committee presented a careful report in which it was stated that the committee's recommendations were governed by the following considerations:

"(1) That the chairs of our principal academic professors should be looked upon as dignified and most desirable positions, capable of commanding the services and satisfying the reasonable ambition of the highest grade of talent and most extensive acquirement, and that to this end these professors should be placed upon a social and pecuniary equality with at least the average of successful professional men and freed from the grinding cares incident to a struggle to reconcile the demands of a conspicuous and responsible position with the necessities of insufficient means.

"(2) Your committee are satisfied that in the city of New York, with its high rents, high prices, and countless social demands, a yearly salary of

\$6000 is inadequate to place the professors in the position it is desirable they should occupy.

"(3) Your committee think that it would be unwise to remove the statutory restrictions which now prevent an academic professor from engaging in any professional or other pursuit. They are also of opinion that it is a wise discrimination which has not applied any such restriction to the professors of the Schools of Mines and of Law. No such restrictions exist, so far as your committee have been able to learn, in the academic department of any other American college, in most of which the professors engage in outside work and in many cases hold professorships in other institutions; but this undesirable condition is chiefly due to the inability of the colleges to pay adequate salaries."

The committee thereupon recommended that the salaries of the Professors of Greek, Chemistry, Mathematics and Astronomy, Moral and Intellectual Philosophy, Mathematics, Mechanics and Physics, and Latin be fixed at \$7500 each.

This report was accepted and its recommendations were adopted. This very satisfactory scale of compensation for professors was not, however, maintained for more than a few years. One or two new chairs were established and their incumbents compensated at this rate. About this time, however, began the rapid expansion of the college into a university, and the resources of the corporation were far from sufficient to permit the payment of this compensation to the large number of new professors who were from time to time appointed.

As a consequence, while the maximum salary paid to a professor in the University has not been altered since the action of the Trustees in 1876, it is a long

time since any appointments have been made at that maximum compensation. The Budget for 1906-7 shows that there are 119 professors and 39 adjunct professors in the service of the University at the present time, excluding clinical professors and those upon the Barnard College and Teachers College foundations. Of these, 111 professors and all 39 adjunct professors are in receipt of compensation. The average salary paid to the 111 professors in receipt of compensation is \$3746.85, and the average salary paid to the 39 adjunct professors is \$2126.92. It will be seen, therefore, that the average salary paid to a Columbia University professor in 1906 is almost exactly one-half of the sum named by the Trustees in 1876 as necessary to enable him to maintain his proper position in the community.

Serious as this comparison appears at first glance, a consideration of all the attendant circumstances will make it more serious still. If the professors of 1876 were able to make successful appeal for an increase of compensation because of the increased cost of living as compared with 1857, what shall be said of the professors of 1906, who have to meet a cost of living increased far beyond the standard which prevailed in 1876?

It is possible, by reference to undisputed authority, to show with some precision what changes have occurred during the past thirty years in the price of those articles which enter most largely into the cost of living.

From 1860 to 1873 wholesale and retail prices in the United States, expressed in terms of the gold dollar, rose irregularly until in the latter year they

were substantially 27 per cent. higher than in 1860. This conclusion was reached in the Senate Report on Wholesale Prices in 1891 (Part I, page 99) and is substantially confirmed by the index numbers made use of by the London *Economist* and by the computations made by Sauerbeck, the high German authority. Professor Mayo-Smith in a careful critical article on Movements of Prices, which appeared in the *Political Science Quarterly* for September, 1898, accepted as substantially conclusive the general agreement of Sauerbeck, the *Economist*, and the Senate Report, so far as these early figures are concerned.

The Senate Report in question was devoted chiefly, however, to the fall of prices alleged to have occurred from 1873 to 1891. Many statisticians hold that the Senate Report, because of the particular articles selected by it for price quotation, greatly ~~exaggerated~~ the decline of prices between 1873 and 1891. Professor Mayo-Smith regarded the figures of Sauerbeck and the *Economist* as the ~~more trust~~worthy for the latter period. After summarizing Sauerbeck's index numbers from 1879 to 1898, Professor Mayo-Smith reached this conclusion:

"It will be observed that this table is based entirely upon the wholesale prices of foods and raw materials. The total index number shows that since the period 1866 to 1877 there has been a fall of 36 per cent. in average prices. The fall has been greatest in textiles; the next heaviest fall has been in sugar, coffee, and tea; the least fall has been in animal food. In most cases the fall seems to have reached its lowest point about 1896." (*Statistics and Economics*, p. 203.)

Analyzing groups of commodities used in the Senate Report, Professor Mayo-Smith points out the important fact that it was not in the real necessities of life that the fall occurred from 1873 to 1896. He says:

"But the different groups behave in a very extraordinary way. Food is at about the same level as in 1860, while lumber and building materials have actually increased 22 per cent. The manufactured articles, such as cloths and clothing and house-furnishing goods show a very great decrease." (*Ibid.*, p. 205.)

While, therefore, the cost of living was, on the whole, lower in 1896 than in 1876, the decrease appears to have been in the conveniences and comforts rather than in the immediate necessities of life.

For the years 1897 to the present time, we are so fortunate as to have a very careful and trustworthy record of prices compiled by the Department of Commerce and Labor, and published in the *Bulletin of the Bureau of Labor*, No. 63, March, 1906. This report shows that a rapid and continuous advance of prices has gone on since 1896. Summarizing the prices quoted the *Bulletin* says:

"Wholesale prices, considering all commodities, reached a higher point in 1905 than at any other time during the sixteen years covered by this investigation. . . . The 1905 average, compared with the year of lowest average prices during the sixteen years from 1890 to 1905, in each of the general groups of commodities, shows farm products 58.6 per cent. higher than in 1896; food, etc., 29.7 per cent. higher than in 1896; cloths and clothing 22.9 per cent. higher than in 1897; fuel and lighting 39.4 per cent. higher than in 1894; metals and imple-

ments 41.8 per cent. higher than in 1898; lumber and building materials 41.4 per cent. higher than in 1897; drugs and chemicals 24.1 per cent. higher than in 1895; house-furnishing goods 21.5 per cent. higher than in 1897; and the articles included in the miscellaneous group 23.4 per cent. higher than in 1896." (P. 338.)

A comparison of these authoritative statements appears to justify the following conclusions:

That the rise of prices since 1896 has considerably more than offset the fall from 1873 to 1896; that there has been an advance of at least 10 per cent. beyond the level of prices that prevailed in 1876, and that the prices of such fundamental necessities of life as farm products and building materials are probably at least 50 per cent. higher than they were in 1876, at which date they were, according to the Senate Report (Part I., p. 99), at least 10 per cent. higher than they had been in 1860. Specifically food was 9.1 per cent. higher and building materials 21.7 per cent. higher.

The important facts, then, are: first, that the present average salary paid to a Columbia University professor is but one-half of the sum fixed as necessary thirty years ago; and, second, that the cost of living has meanwhile increased between 10 and 20 per cent. The purchasing power of the average salary of 1906 is, therefore, hardly more than 40 per cent. of the purchasing power of the salary established in 1876. In other words, the great and noteworthy expansion of the University, which has been brought about by the labors of the University teachers, has also been brought about at their expense.

Perhaps no class in the entire community has suffered more from the rise in the cost of living than the college and university teachers. A recent publication by the Department of Commerce and Labor indicates that the wages of manual laborers are increasing just now faster than the cost of living; but with the college and university teacher the reverse is the case.

The most important need of this University at the present time is an addition to the endowment fund sufficient to enable the establishment and maintenance of a proper standard of compensation to members of the teaching staff. When the action of 1876 was taken, there were but seven professors to be affected by it. A very small sum of money sufficed then to make a very substantial addition to the salary of each. Now there are 119 professors and 39 adjunct professors, 158 in all. To increase the salary of each by only one thousand dollars on an average—not at all an adequate amount—would absorb the interest at 5 per cent. on a capital sum of more than three million dollars. Nevertheless, this great sum must be obtained and these compensations must be fixed and paid or we cannot hope to attract and keep the best men in the teaching profession, nor can we enable those already in it to represent the intellectual and moral interests of the community as those interests should be represented. A capital sum of five million dollars, yielding 4½ per cent. per annum, is required at the present time to establish a proper rate of compensation for the teaching staff of Columbia University, without adding a single new instructor to that staff. This need is

so imperative and the public interests affected by it are so large and so important, that the mere statement of it ought to bring us the needed sum, great though it is, from the men and women who are the large-minded possessors of wealth in this community.

In one most important respect the burdens of the University have been lightened and the material provision for the professors, adjunct professors, and administrative officers notably increased, during the year. The Carnegie Foundation for the Advancement of Teaching
Carnegie Foundation for the Advancement of Teaching munificently endowed by Mr. Andrew Carnegie with a gift of \$10,000,000, has adopted and promulgated rules governing retiring allowances for college and university teachers, which directly affect every member of our permanent staff. Indeed, the provisions of these rules are so wise and so generous that, even if it were possible for an individual professor to secure from an insurance or endowment association similar provisions, the cost to him, if in middle life, would be not less than \$1200 annually. The rules of the Carnegie Foundation make the amount of retiring allowance payable in any given case to depend, first, upon the age or length of service of the individual to be retired, and, second, upon the average salary received by him for the five years preceding retirement. At sixty-five years of age, professors may be retired if they have had fifteen years of active service. Moreover, any person who has had twenty-five years of service as a professor and who is at the time of retirement a professor in active service may receive a retiring

allowance regardless of his age. The Trustees of the Carnegie Foundation also reserve to themselves, and have already exercised, the right to make retiring allowances to professors who become disabled through accident or disease before they are entitled to be retired on account of age or length of service. Moreover, it is possible for the Trustees, if in their judgment the circumstances in any given case justify the action, to make provision for the widow of a professor who was himself in receipt of a retiring allowance or entitled to such allowance if application had been made therefor. The burden thus lifted from the shoulders of hundreds of hard-working and ill-compensated men by this gift of Mr. Carnegie is one of the heaviest that they have had to bear.

It is also appropriate to record the fact that in the case of accepted institutions, of which Columbia University is one, the Trustees of the Carnegie Foundation will deal directly with the institution itself, and not with the individual officers. This means that persons in receipt of retiring allowances from the Carnegie Foundation will continue to receive their stipends from the University itself, which, in turn, will receive the amount of these allowances from the Carnegie Foundation.

Two professors of the University—Professor John K. Rees of the Department of Astronomy and Professor Edward H. Castle of the Department of History—have been retired during the present year because of disability.

For a number of years past it has been usual for many American colleges and universities to invite

European scholars of distinction to lecture from time to time. At Columbia University this practice has grown into so confirmed a habit that each year we are privileged to receive and to listen to scholars from nearly a score of foreign institutions. For example, between 1904 and 1906 Columbia University has formally received and listened to lecturers from the Universities of Oxford, Cambridge, and Manchester; of Berlin, Leipzig, Munich, and Vienna; of Rome, Naples, and Turin; of Copenhagen, Stockholm, and Leyden; of Bombay, and from the Peers College at Tokio, as well as from Robert College at Constantinople. It is plain, then, that it is our privilege to be in close fellowship with institutions of learning throughout the world. The effect of this interchange of professors upon productive scholarship, upon the movement to bring about better understanding between the people of different countries, and upon the influences that are making for the peace of the world, it would be difficult to overestimate.

Of all men in high place, the German Emperor was the first to see the full significance of this interchange of professors and to propose its systematic organization and development between other nations and his own. He chose America as the particular country with whose universities the interchange of professors with Germany was first to be systematically brought about. In December, 1904, an arrangement was effected between Harvard University and the University of Berlin by which every year one professor from the staff of each institution was to be appointed to give instruction to the students of the

other. This instruction was to be given in the visiting professor's own language and was to deal with the subject of instruction which ordinarily occupied him at home. A personal or institutional exchange of this sort has significance and value of its own, but it seemed clear that something more must be provided for if the full benefit of the interchange of professors was to be gained. What appeared to be most needed in Germany, for example, was a systematic presentation, by authoritative teachers, of the history and institutions of the American people. This presentation could best be made by representative American scholars, but to be most effective it must be in the language which the students themselves fully understand. A proposal was therefore made on behalf of Columbia University that there should be established at the University of Berlin a permanent and endowed Professorship of American History and Institutions, the annual appointment to which should be made by the Prussian Ministry of Education, with the approval of the German Emperor, upon the nomination of the Trustees of Columbia University. It was a condition of the proposal that the incumbents of this professorship should be able to give instruction in the German language. While the right of nomination to the chair should rest with the Trustees of Columbia University, it was made plain that the chair should be regarded as open to American scholars wherever they might be at work and whether or not they were members of any university faculty. This proposal was kindly approved and accepted by the German Emperor and his official advisers, and through the

agency of Dr. Althoff, Ministerial Director in the Prussian Ministry of Education, it was put into legal form and accepted both by the Prussian Government and by the Trustees of Columbia University.

Mr. James Speyer of New York, keenly alive to the possibilities of usefulness which such a chair opened up, generously offered to provide the needed endowment to make it permanent. At Mr. Speyer's suggestion, and with the approval of the German Emperor and of the President, the chair was given the name of the Theodore Roosevelt Professorship of American History and Institutions, in grateful recognition of the important services to international peace and good will which President Roosevelt has rendered to the world.

The term of office of each incumbent of the Theodore Roosevelt Professorship will be one academic year and his instruction will be given, as already stated, in the German language. It is proposed in a series of years to offer to students of the University of Berlin a systematic survey of American history, American constitutional and administrative law, American economic and sociological problems and movements, American education, and American contributions to science, technology, the arts, and literature. The Trustees of Columbia University nominated as the first incumbent of the chair John William Burgess, Ph.D., LL.D., Ruggles Professor of Political Science and Constitutional Law and Dean of the Faculty of Political Science in Columbia University. This appointment was immediately ratified by the Prussian Ministry of Education, and Professor Burgess has already entered upon his duties at the

University of Berlin. He will offer instruction during the year 1906-7 in American constitutional history, and in addition to his lectures on the subject will conduct a seminar for those students who wish to come in closer contact with the problems of the American Constitution and its historical development.

In 1907-8 Professor Burgess will be succeeded in the chair by Arthur Twining Hadley, Ph.D., LL.D., President of Yale University, whose instruction will be concerned with American economic problems. In the appointments of Professor Burgess and President Hadley conclusive evidence is given that the chair will prove attractive to the most distinguished American scholars and that the service rendered to the German people will be the best that America can offer.

The Prussian Ministry of Education has established in Columbia University a chair of German History and Institutions, to be filled each year by the Trustees of Columbia University upon the nomination of the Prussian Ministry of Education. To this chair the name of the Kaiser Wilhelm Professorship of German History and Institutions has been given, with the approval of the German Emperor. The first appointee to this honorable post is Hermann Schumacher, Ph.D., Ordinary Professor of Political Economy in the University of Bonn, who is now in residence as a member of the Faculty of Political Science, offering most acceptable instruction in the English language on economic problems in Germany.

The principle underlying this particular type of professorial exchange is, as already pointed out, that

of making provision for the systematic presentation to the students of another nation of the history and institutions of our own. It is plain that this principle may be applied to the universities of England, of France, and of Italy, for example, as well as to those of Germany. If funds were provided for the purpose, undoubtedly similar arrangements could be effected with leading universities in those countries. The distinguished Principal of the University of London, Sir Arthur Rücker, has already indicated his desire to make an arrangement with Columbia University similar to that made between Columbia and the University of Berlin and the only obstacle to the immediate carrying out of such a plan is lack of funds.

Public interest in this undertaking has been very great, and properly so, for what is being created is a new force to guide and instruct public opinion in international affairs. The nations of the world are clearly coming into closer sympathy and relationship. The establishment of a permanent international court of arbitration at The Hague, to which differences between nations are to be submitted for judicial determination, marks a long step forward in the history of civilization. The universities, always alert where great public interests and great tendencies are concerned, may lend their powerful aid to the promotion of peace and good will between nations by seeing to it that the youth of each is given opportunity to know and to understand the point of view of the people of the others. It is not only as a mere academic interchange that this undertaking is important. It has far-reaching national and international significance.

Nor has this co-operation between Columbia and other universities been confined to institutions in another land. During the year an important step has been taken in connection with Yale University, which also, I think, points the way to a new development in our higher institutions of learning.

It having been pointed out by the Professor of Anthropology that the courses of instruction offered at Yale and at Columbia in certain subjects supplemented one another admirably, the suggestion was made by him that the two institutions should endeavor to offer a joint course of study for the benefit of young men preparing for work in foreign countries, whether in the service of the United States Government, in business enterprises, or as missionaries or scientific investigators. The suggestion met with favor both at Yale and at Columbia, and arrangements for the proposed co-operation were speedily made. The courses included in the new arrangement are intended to make the student familiar with the general subjects required for successful work in foreign countries and to enable him by means of this knowledge to gain quick mastery of special problems that present themselves in diverse occupations and regions. The courses selected include Spanish, Italian, Portuguese, Dutch, Armenian, Modern Persian, Arabic, Syriac, Turkish, Chinese, Geography, Ethnography, History, Religions, Economics, and Law. The successful completion of a curriculum chosen from the courses offered, which will normally occupy three years in the case of candidates for the consular service, and two years in

the case of candidates for other foreign service in special fields, will entitle the student, on recommendation of the joint committee in charge of the courses, to an appropriate certificate signed by the Presidents of Yale University and Columbia University. Subject to the rules of the two institutions, candidates for certificates are admitted to candidacy for the regular academic degrees. The undertaking has the cordial approval of the Secretary of State and of the Secretary of War, and government officials generally who are familiar with the project believe it will be of much practical value.

This instance of co-operation between two American universities is interesting not only because of what it accomplishes, but because of what it suggests. Ill-informed persons, whose view is too often reinforced by the excessive zeal of partisan advocates, have spread abroad the notion that universities are like business rivals competing for trade. The size of their respective classes, the amount of their endowments, and the result of the athletic competitions between their representatives, are too often supposed to mark the advantages that one institution has over another. As a matter of fact, no two universities are in any ordinary sense of the word competitors. They are jointly engaged in one and the same task, and such co-operation as has been established between Yale and Columbia properly illustrates this fact. In many of the more advanced and highly specialized branches of knowledge, it is simply waste of time, energy, and money to attempt to duplicate the equipment of one institution in another. It is far better that the universities should specialize somewhat in

those remoter fields where the number of students must always be small, and unite together through some co-operative plan to offer to one and the same student the advantages of several universities. This policy is economical financially, and it is economical educationally. In all respects it illustrates what may be called sound educational ethics.

The Annual Report of 1902 described the first steps that had been taken by the University toward the development of an adequate **Faculty of** and creditable School of Fine Arts. The **Fine Arts** Annual Report of 1904 recited what had been done to develop the Departments of Architecture and of Music as part of this general plan, and the Report of 1905 recorded the fact that a plan for the organization of a Faculty of Fine Arts, in co-operation with the National Academy of Design and with the Metropolitan Museum of Art, had met with the unanimous approval of the University Council and was then under consideration by the Trustees.

On February 5, 1906, an agreement was formally entered into between the University and the National Academy of Design, "For the purpose of affording such advanced instruction in the arts of design as will best cultivate and extend those arts, and of securing to the students of the University and of the Academy reciprocal advantages and opportunities."

Under the terms of this agreement, the Statutes of the University were amended on March 5, 1906, to authorize the establishment of a Faculty of Fine Arts, which should have under its jurisdiction a School of Architecture, a School of Music, and a School of Design, so far as students in the school

last named were candidates for a degree or other University recognition.

The Faculty of Fine Arts consists, in addition to the President, of the Dean, the President of the Academy of Design, of the Professors and Adjunct Professors in the Schools of Architecture and Music, and of Professors and Adjunct Professors in the Departments of Painting, Sculpture, and Decorative Art, who are yet to be appointed upon the joint nomination of the President of the University and the Council of the Academy. In addition, seats in the Faculty have been accepted by the Director and Assistant Director of the Metropolitan Museum of Art, and several other officers of the University have been assigned seats in the Faculty of Fine Arts by the Trustees.

The Faculty was organized by the appointment of James Rignall Wheeler, Ph.D., Professor of Greek Archæology and Art, as Acting Dean, and with a total membership of sixteen.

In the Schools of Architecture, Music, and Design, matriculated students will be accepted as candidates for the degrees of Bachelor of Architecture, of Music, and of Design, respectively, and non-matriculated students will be accepted either as candidates for certificates or as students without University recognition. In every case candidates for the degree of Bachelor, conferred upon the recommendation of the Faculty of Fine Arts, must have completed not less than two years of study in a college of liberal arts and science, or have had an equivalent training. Technical and professional instruction in the arts of design will be given entirely by the Academy of

Design and under its direction. The office of the University in relation to these fields of work is chiefly to develop instruction in the history and theory of the fine arts, and to stimulate and train investigators properly equipped to take up the problems offered in the very wide field included under the single name *æsthetics*.

The newly created Faculty cannot do justice to its work, and cannot possibly reach the ideal that it has marked out for itself, unless the University is able to maintain a properly equipped chair of the history and criticism of the fine arts. The instruction to be offered by the incumbent of such a chair furnishes what is really the backbone to any scheme of university instruction in the fine arts. It is very much to be hoped that the need for the establishment of this chair will be so apparent as to make strong appeal to some benefactor who wishes in this way to raise the level of instruction offered in the fine arts by the universities of this country.

As was pointed out in the Annual Report of 1905, the University as a whole hopes to gain from the existence of a Faculty of Fine Arts the valuable results that must follow from giving to the fine arts their proper place in the scheme of general liberal education.

The completion and equipment of the Thompson building at Teachers College has made it possible to offer to women graduate students and to the undergraduates of Barnard College opportunities for physical training and indoor exercise similar to those offered to men in the University Gymnasium. Hereafter graduate women

**Physical
Training
for Women**

students and undergraduates of Barnard College will pay the Gymnasium fee hitherto fixed for men only, and in return will have at the Thompson building the same sort of provision made for them that the University Gymnasium makes for men. The members of the two lowest undergraduate classes of Barnard College will have stated periods of physical exercise and instruction, and all other women students will be free to use the Gymnasium at their convenience and under expert supervision

Early in the year the Trustees authorized the refitting and equipment of South Hall for the use of officers of instruction as a clubhouse.

Faculty Club The result has been to put at the disposal of the Faculties well-equipped and attractive lunch- and dining-rooms, a commodious reading- and smoking-room and bedrooms which may be occupied on occasion either by officers of instruction or by guests of the University. The necessity for some such provision had long been apparent and universal satisfaction is expressed with what has now been done. A gift would be very welcome that would permit the erection at some point on the University grounds of a building which might be used by students for somewhat similar purposes. The residents in Hartley and Livingston Halls are comfortably provided for, and Earl Hall serves and will continue to serve its most useful purpose. The number of students is so large, however, and their interests are so diverse, that still another building planned and equipped as a clubhouse would add greatly to the pleasure and comfort of student life at Columbia.

Each year of late it has been possible to report some step or act by which the various parts of the University have been brought into closer relation, or by which administrative procedure has been simplified.

Unification
of the
University

The past year records one more step in this direction and an important one. When Barnard College and Teachers College were admitted to the educational system of the University, it was of course quite problematical to what extent each one of the three corporations concerned would be called upon to give instruction to students primarily enrolled in one of the other corporations. Therefore, it was provided that for each student of the University pursuing a course of instruction in Barnard College or in Teachers College, the University should pay to such college at the rate of \$10.00 an hour per week throughout the academic year. A similar provision was made for such students of either Barnard College or Teachers College as might take courses offered by the University.

After six years of experience it has been found possible, happily, to repeal this provision of the original agreements, and for the present at least, to authorize the free interchange of students between these three corporations included in the University without cross charges for tuition. It is plain that the advantage of this arrangement to the student is not small, and that its influence upon the University as a whole is unifying and solidifying.

The step was made possible without injustice to any interest because the experience of the past few years had shown that under the existing system

of cross charges, the balance to be paid from one corporation to another at the close of a fiscal year was really inconsiderable, and that in future there would be no substantial unfairness to any one of the three corporations by repealing the tuition fee imposed. The new arrangement took effect as of July 1, 1905, so that there have been no cross charges for tuition fees between the three corporations made during the year just closed.

In connection with Mr. Pulitzer's provision for a school of journalism in the University, to be established hereafter, it is interesting to record the progress which is being made in Germany in developing instruction of university grade in this department of human activity. The United States Consul at Brunswick, Germany, has recently called attention to this subject in a report to the Department of Commerce and Labor, and points out that the list of lecture courses at the German universities during the summer Semester of 1906 shows that journalism is rapidly becoming a more important branch of instruction. For example, at the University of Leipzig Professor Bücher, the well-known economist, offered a course upon the History, Organization, and Technique of Journalism. At the University of Berlin, Dr. Schmidt offered a new course entitled, Public Opinion and Journalism in Germany. Professor Adolph Koch of the University of Heidelberg lectured upon the History, Condition and Importance of Public Opinion of the Press and of Journalism in Germany, and also offered instruction entitled, A Practical Course Introductory to Journalism.

At the Technical High School at Dantzig Professor Thiess offered instruction upon Journalism; at Zurich Dr. Wettstein was announced to give instruction on History and System of the Law of the Press, and also upon the History of the Daily Press to the French Revolution; while at the University of Berne Dr. Bühler gives practical instruction upon the Editing and News Service of a Newspaper, with practical exercises.

It is evident, therefore, that the subject of journalism is one which is feeling its way toward academic organization and academic recognition, and we may well hope that when the time comes for us to undertake the organization of a school of journalism at Columbia, our solution of the problems presented may be prompt and successful.

At the date of the last Annual Report, a new program of studies for Barnard College, adopted by unanimous vote of the Faculty on February 27, 1905, was pending before the **Barnard College** Trustees. All the members of the Committee on Education of the Trustees concurred in approving the program proposed by the Faculty, which was in effect, with a few minor and appropriate changes, the program of studies already adopted for Columbia College. On November 10, 1905, the Trustees of Barnard College disapproved the unanimous recommendations of the Faculty by a vote of ten to seven. The effect of this vote was to continue for the moment the program of studies hitherto existing, which, in the judgment of the Faculty, was very defective. At the same time, however, that the Trustees disapproved the recommendations of the Faculty, they

adopted a resolution referring it to a special committee of five to consider and report whether it was advisable for the Trustees to ask the Faculty to consider any modifications in the existing program of studies. The committee of five so appointed referred it to the President and Dean to consider certain specific topics in connection with the program of studies. The topics suggested involved the acceptance of the original proposals of the Faculty in a somewhat modified form. The President immediately consulted with the Dean and with individual members of the Faculty, and found that agreement could probably be reached upon a series of recommendations which should differ from those originally submitted in but two particulars:

First, by putting a narrow instead of a broad interpretation upon the word "science," when used in connection with the curriculum leading to the degree of Bachelor of Science, and by designating, somewhat more particularly than had at first been proposed, the amount of scientific study to be prescribed or accepted for the degree; and, second, by arranging for the transfer to Teachers College of such students as might wish to combine an undergraduate and a professional course without taking the degree of A.B., instead of allowing them to continue in Barnard College and take the professional work as elective studies. Recommendations in accordance with these changes from the original program were speedily agreed upon by the Faculty, and were, on February 9, 1906, approved by the Trustees.

In connection with the settlement of this matter,

special recognition is due both to those members of the Faculty who, believing the suggested changes in the original recommendations to be inadvisable and in some respects educationally injurious, preferred to accept them rather than to continue with the old program of studies, and to the Dean and Faculty of Teachers College, whose suggestions and co-operation were an essential part of the plan as finally agreed upon for controlling the combination of undergraduate and professional studies. Everything which is possible under the program as now settled was also possible under the program as recommended by the Faculty, but certain possibilities which accompanied the former are absent from the latter. These possibilities, however, are so normal and so helpful that ways and means of providing them will doubtless be found under any program. The differences between the program of studies for Barnard College as finally adopted, and the program of studies as adopted for Columbia College did not seem important enough to warrant calling upon the University Council, which is charged with the responsibility for seeing that the standards of Barnard College are kept up to the standards of Columbia College, to pass upon the new Barnard College program.

The need of a residence hall for Barnard College students, which has been emphasized each year since Fiske Hall was converted into class-rooms and laboratories, has now, fortunately, been met. Gifts of an amount sufficient to justify the Trustees in proceeding with the erection of a residence hall were pledged during the year and the building has been begun on the southerly side of the Milbank Quad-

range. No effort will be spared to have it ready for occupancy at the beginning of the next academic year.

Before this permanent provision had been assured, the energy and generosity of the *alumnæ* had made arrangements for the opening and conduct of a temporary residence hall in rented apartments in the immediate vicinity of the College buildings. The faith of the *alumnæ* has been rewarded and fully justified by the fact that the accommodations provided by them are already full to overflowing.

The readjustment of the program of studies in Barnard College already referred to made possible the discontinuance by Teachers College of the two-year collegiate course preparatory to its strictly professional work, the undesirability of which was pointed out in the Annual Report of 1904. Teachers College is now able to devote all its energies and all its funds to its own special field, which is that of a professional school for the training of teachers and a university department of study and research in the field of education. Its students will be prepared either in Columbia College or in Barnard College or in some other institution of equivalent rank, or in higher-class normal and special schools throughout the country which give instruction to intending teachers that may fairly be accepted in lieu of other preparation for the professional work. The position of Teachers College is much strengthened by this change and its continued growth and development on the highest possible plane of activity are assured.

Particular attention is directed to the passages in the report of the Dean which deal with the subject of domestic science. Few subjects of instruction are more important than this, and it is worthy of note and commendation that Teachers College is doing all in its power to promote the introduction of this subject into the school program throughout the country and to furnish teachers properly equipped to give instruction in it.

The College of Pharmacy in its new relation to the University is passing through a stage of transition. Without making or attempting to make **College of Pharmacy** any sharp break with past methods and past traditions, it is steadily raising its standards and improving the quality of its instruction. Closer relations are already being planned between certain departments at the College of Pharmacy and allied departments at the College of Physicians and Surgeons. During the year the mortgage indebtedness of the College of Pharmacy has been notably reduced.

The Annual Report of 1904 discussed at some length the policy of the University toward athletic sports in general and intercollegiate con- **Athletic Sports** tests in particular. It was pointed out in that report that a systematic policy of control had been adopted which gave satisfaction both to the teaching staff, to the students, and to the alumni who retained an active interest in athletic sports. The underlying principle of this system of control was that the University authorities, in addition to determining what sports might be engaged in,

should provide by appropriate regulations for the oversight of the health of the participants in inter-collegiate contests, and for the maintenance by them of a proper standard of scholarship; for the control of the schedules of games to be played away from New York, which must necessarily interfere with attendance upon academic exercises; and establish the general principles to govern the administration of funds subscribed for a given sport or received in gate receipts. All other questions were relegated to the control of a committee composed of alumni and students. The practical effect of this policy was to place strictly athletic questions in charge of alumni and students interested in athletics, merely reserving to the University authorities so much control over matters of general policy as was necessary to enable them to bear their responsibility to the students and to the public.

During the autumn of 1905 various occurrences took place which served to focus public attention upon the game of football as it had come to be played by American college students. The various changes which had been made from time to time in the rules governing the game had completely altered its original character. Moreover, the vigor of the more important contests and the excitement attending them had proved most attractive to a large portion of the public outside of the universities, so that they took on more and more the character of a public spectacle instead of a sport. While to many the game had become intensely uninteresting, to others it represented the most interesting and important thing in the world. Immense crowds were

attracted to witness the contests, and sums equal to the annual income of many an American college were received in gate money in a single day. Football indeed, threatened to overshadow, and in some institutions did already overshadow, every other academic interest. The example of the colleges had speedily been followed by the secondary schools, the game was increasingly popular there, and not a few schoolmasters were beginning to complain of the evils which afflicted the colleges. Appreciation of these facts had been growing in the public mind for some years past and the events of the football season of 1905 brought matters to a crisis. Not only were participants in the contests often injured and sometimes killed, but the whole effect of the intense absorption in the game was antagonistic to the purposes and ideals of American colleges and universities. Because the game was obviously popular and because participation in it was supposed to advertise an institution of learning and to attract students, it was either applauded, or excuses were made for it, by many persons who should have known better.

Not only did all the disadvantages above mentioned surround the game of football, but it had become a game in which the large majority of students could not participate. It required of most participants great weight and unusual physical strength; of others, swiftness of foot and highly trained powers of attack and defence. It was not a game that could be played in order to gain ordinary physical exercise. It required arduous training, almost complete absorption, and exceptional physical

powers. As a result, it had come to be at war with every sound principle of college sport or athletic exercise. The moral qualities which it was supposed to foster were not strongly in evidence. The most important football games had become in fact purely professional contests, for professionalism is not so much a thing of money as it is a thing of spirit and point of view. At times when students should themselves be taking physical exercise for their own good, they stood grouped by hundreds watching a contest between trained representatives of their own institution and another. That these contests were gladiatorial in character, the history of the last few years of the game plainly proves. After nineteen hundred years, the words of Seneca were again applicable:

"Man, who ought to be sacred to his fellow-man, is now killed by sport; Kill him! Hammer him! Roast him! What makes him so shy of jumping on the gridiron? Why does n't he knock them out? Does he want to live forever? Tell me, do you not understand even this much: that disgraceful exhibitions react on those who permit them?"

Seneca was right. The most serious effects of inter-collegiate football were not worked upon the participants but upon the spectators and upon the general public. The participants were very often entirely unconscious of the criticism to which they exposed themselves, but there is not wanting evidence that the spectators, particularly the student spectators, were often swept into a vortex of hysteria and emotionalism which left its permanent mark upon their characters.

Despite the fact that Columbia University is not and never has been one of the institutions in which athletic sports have had undue prominence, there

was, in the face of conditions such as these, a duty resting upon the University, the performance of which could not properly be avoided or postponed. Columbia University must dissociate itself entirely from any such demoralizing influences, academic and extra-academic, as surrounded the game of football. Immediately upon the close of the autumn season, therefore, the Committee on Student Organizations, acting after consultation with the President and with his entire approval, announced that on December 31 the permission to maintain a football association at Columbia University would be revoked and the existing association disbanded. The Committee on Student Organizations further expressed the opinion that the present game of football should be abolished and they recommended to the University Council that the game be prohibited at Columbia University. The President at once addressed an open letter to the alumni and student members of the University, in explanation and support of the action that had been taken.

On December 19, 1905, the University Council considered the recommendations of the Committee on Student Organizations, which were submitted with an explanatory report, and also gave a hearing to representatives of the football association, of the undergraduate students, and of alumni interested in the game of football. After the hearings were concluded and discussion had been had, the University Council adopted the following resolution:

Resolved, That, in the opinion of this Council, it is inexpedient that any action be taken looking to the revocation or

modification of the action already taken by the Committee on Student Organizations in relation to the game of football.

The Council at the same time adopted additional resolutions recommending that the President prohibit the game of football at Columbia University and that he take such further steps as might seem proper to give to athletics their proper place in the life of the University. After the Council's action, the President at once invited nine members of the faculty, nine alumni, and nine students to serve as separate, but co-operating, committees to formulate recommendations regarding the future athletic policy of the University. These invitations were promptly accepted and all three committees devoted a large amount of time and thought to the questions before them during the winter and spring of 1906. The Alumni Committee, in particular, made great sacrifices in order to treat the matter thoroughly. Reports from each of the three committees are now in the hands of the President and a conclusion upon their various recommendations will be reached as promptly as possible.

Public testimony should be borne to the admirable spirit in which the alumni and students received the action of the University authorities abolishing football. While fully aware of the dangers and faults of the game, very many alumni and students felt that in view of the opportunity it afforded for gathering together large bodies of graduates and undergraduates and of calling forth demonstrations of college loyalty and college spirit, it would be nothing short of a misfortune to abandon football. The University authorities, however, deeply conscious of their

responsibility for the maintenance of the University ideals, could not share this view, although they appreciated fully the hold which it had among both graduates and undergraduates. Great as was the disappointment of those alumni and students most interested in football, when the action of the authorities was fully and frankly explained they accepted it loyally, even though some remained unconvinced as to its necessity or wisdom. This of itself is a triumph of true university spirit that should not pass unnoticed.

It is the strong desire of the University authorities to do more for the development of athletic sports than has been done in the past. It is their wish so to arrange and adjust University exercises and University duties that each student may find ample time for physical exercise or outdoor sport and may be encouraged to engage in them. It is hoped that it may soon be possible to make provision by which large numbers of students may be led to participate in outdoor sports, particularly in rowing, track athletics, cross country running, base ball, tennis, lacrosse, and the so-called soccer form of football. The physical, mental, and moral benefits resulting from such participation are well known, and it is an unfortunate result of the system now usually followed in American institutions of learning that participation in sport is confined to the very few and the highly skilled. It would be a vast improvement from every point of view if intercollegiate contests were less numerous and less important, and if intra-collegiate contests came to excite more interest and attention. It is worth noting that at

least one American school, St. Paul's School at Concord, N. H., has been able to make intra-scholastic sports both attractive and useful. It is the belief of the authorities there that when an athletic field is provided and a sane system of competition developed with the co-operation of both school authorities and alumni, athletics will take care of themselves without unhealthy or exaggerated stimulants. This belief is shared by a large number, perhaps by all, of the officers of instruction in Columbia University.

To Mr. D. Leroy Dresser of the Class of 1889 the University is under obligations for a suggestion **A University Stadium** which, if carried out, will provide an adequate and convenient field where the students can readily and regularly participate in outdoor sports in large numbers. Mr. Dresser, with the co-operation of Mr. George L. Rives of the Class of 1868, Mr. William Barclay Parsons of the Class of 1879, and Mr. Henry F. Hornbostel of the Class of 1891, proposed and developed a plan by which an athletic field might be made by filling in the Hudson River between 116th and 120th Streets, in a way to add to the beauty of the city's water front by suitable architectural treatment. As soon as the practicability of this plan from a legal, an engineering, and an architectural point of view had been satisfactorily assured, steps were taken to secure the necessary legislative consent. The Legislature passed an act, which is Chapter 304 of the Laws of 1906, "to authorize the extension of Riverside Park in the City of New York by filling in certain land under water so as to permit the construction of an athletic

field and playgrounds therein by the Trustees of Columbia College in the City of New York." This Act is printed in full on page 83 of this Report. The form of this act is similar to the legislation in reference to the building and maintenance of the Metropolitan Museum of Art in Central Park. The act gives authority to the Board of Estimate and Apportionment to enter into an agreement with the Trustees of the University in reference to the filling in and improvement of the land under water and upland within the limits specified, the land so filled in and improved to constitute an extension of Riverside Park. Detailed plans and specifications are now being prepared in order that the Trustees may present to the Board of Estimate and Apportionment in full detail a proposed form of agreement for their consideration. As soon as the agreement is entered into the construction of the Stadium will be proceeded with as rapidly as funds can be procured for the purpose.

The estimated cost of the entire improvement is \$1,000,000. It would add greatly to the attractiveness of the city's water front and would make full provision for athletic exercise and outdoor sports by the students of the University. At the same time, it will be possible for the University to propose to provide, as part of the improvement, for certain of the city's important needs in the way of recreation spaces and playgrounds.

The idea is a brilliant one, both from the standpoint of the city's interest and from that of the University, and if it can be speedily executed it will remove entirely the limitations as to outdoor exercise under which the students now rest.

On June 4, 1906, the Committee on Finance submitted a report to the Trustees which summarized the financial operations of the corporation from the time when the purchase of the new site on Morningside Heights was begun in 1894. The figures in the report were subsequently amended so as to include the totals shown by the books of the Treasurer down to and including the fiscal year which closed on June 30, 1906. This report of the Finance Committee is printed in full as an appendix to the present Report (see p. 53). It shows clearly how the new site and the improvements thereon have been paid for and what present income the University has at its disposal for carrying on its work and for payment of interest upon the debt. It is plain that the debt of \$2,900,000 acquired in the purchase of the new site is the chief obstacle to the satisfactory development of the University's work. So long as this heavy indebtedness remains and funds must be found to meet the annual interest charge upon it, so long will the University suffer from its present embarrassment. The tables attached to the report of the Finance Committee show that at present the educational work of the University is being conducted without any addition to the debt. They do not show, unfortunately, what severe and often harmful economies and sacrifices are necessary in order to make this possible.

The tables also show how the interest charge has been increased since 1902 owing to the purchase of South Field. They show that gifts specifically applicable to interest have not been sought since 1902 because of the policy then entered upon of endeavoring

to secure in whole or in part the very large gifts of which the University is in need. The report makes plain that during the past twelve years the sum of nearly \$850,000 has been advanced from the endowment of the University, or borrowed, to meet annual deficiencies incurred either for interest or for educational development, or both.

The Annual Report of 1902 stated that the University was in need of additional funds amounting to not less than \$10,000,000 and showed specifically how those funds, if at hand, would be applied. It is now plain from the experience of the past four years that the sum of \$10,000,000 was too small. It will take not less than \$12,000,000 to discharge the University's indebtedness, to complete University Hall, to erect the other buildings that are now needed, and to provide an additional endowment sufficient to enable the payment of sufficient salaries to the teaching staff and to keep the various departments of instruction adequately equipped with material with which to carry on their work. It may be that some one princely benefactor who sees and understands the needs of Columbia University and its unrivalled opportunities will make it a gift of this vast amount. It is much more likely, however, that this sum will be received from many different sources, from men and women whose hearts are touched and whose minds are convinced by the literally stupendous work which the University has undertaken and is carrying on. But this assistance cannot come too soon. It takes nearly two years to plan and erect a new university building. Our teachers are growing older and the

demands upon them increase, while their compensation remains unchanged or is in effect reduced by the operation of forces over which we have no control.

During the year, one member of the Board of Trustees, one member of the teaching staff, and one administrative officer have died. · Charles
Deaths of A. Silliman, in point of service oldest of the
University Trustees but one, died at Troy, N. Y., on Jan-
Officers uary 20, 1906, aged seventy-six years. The old Col-
lege and the new University played a large part in
Mr. Silliman's life. First as alumnus and then as
Trustee, he was actively and deeply interested in
the work of the University and faithful in the dis-
charge of the duties resting upon him. He was
graduated from Columbia College in 1850 and was
elected a Trustee in 1876.

Louis H. Laudy, Tutor in General Chemistry, died
on August 17, 1905, in his sixty-third year, after thirty-
three years of service at Columbia. For that period,
Dr. Laudy had been in charge of the chemical museum
of the University, and by his ability, ingenuity, and
faithfulness, rendered most important service.

The Assistant Bursar of the University, William
H. G. Peters, died June 27, 1906, aged fifty-three
years. In 1882 Mr. Peters entered the office of the
Treasurer, and served there until his appointment
as Bursar of the College of Physicians and Surgeons
in 1897. On July 1, 1900, he became Assistant Bursar
of the University, which post he held and the duties
of which he discharged with scrupulous fidelity
until his death.

NICHOLAS MURRAY BUTLER,
President.

November 5, 1906.

APPENDIX 1

REPORT OF THE COMMITTEE ON FINANCE.

*To the Trustees of Columbia College
in the City of New York:*

The establishment of the educational work of this corporation in its new home between 114th and 120th Streets, Broadway and Amsterdam Avenue, which was begun in 1891, has now proceeded as far as the present resources of the corporation will permit.

For the purpose of having at hand, in condensed and easily understood form, exact information as to the ways and means by which this work of securing a new site and new buildings has been prosecuted to the present time, the Committee on Finance has caused to be prepared by Messrs. Patterson, Teele & Dennis the schedules which are submitted with this report. The material for these schedules is drawn from the annual reports of the Treasurer beginning with the report for the year ending June 30, 1894, and from his books for the period from June 30, 1905, to June 30, 1906.

The figures in the accompanying schedules relate to the capital and income accounts of this corporation only. The receipts from other corporations included in the educational system of the University in reimbursement of expenses incurred by us on their account and the payment by us of such expenses are excluded for obvious reasons.

In the acquisition of more than twenty-five acres of land for the new site, it is believed that present necessities have been fully provided for and that suitable provision has been made for future growth and expansion for many years to come.

In the construction of buildings, a great deal has been accomplished, but it is extremely desirable that University Hall should be completed—the estimated cost of which work

is \$1,000,000.00—and that Kent Hall should be erected as planned, at an estimated cost of \$500,000.00, for the use of the Schools of Law and Political Science, so soon as the corporation shall be placed in possession of funds available for these purposes.

In 1894 when we were in our old home between 49th and 50th Streets, Madison and Fourth Avenues, we were occupying property, which has since been sold, for a value of about \$800,000.00. Allowing four per cent. on this sum to represent the rental value of that site, we were in 1894 conducting our educational operations at an annual cost in the nature of rent paid of only \$32,000.00, and the annual income of the corporation from rents and tuition fees in that year exceeded the annual expenditures by over \$17,000.00.

The cost of the new site and of the buildings thereon, as shown in the accompanying schedules, amounts to over \$11,000,000.00. Making a similar allowance, the annual cost in the nature of rent paid for the present site is over \$440,000.00. At the same time the net deficit of the annual income for the twelve years ending June 30, 1906, has been \$842,491.44, as per Schedule D.

The interest charge on the debt outstanding at the date of this report is estimated for the year ending June 30, 1907, at \$95,000.00 and this burden will recur year by year until the entire debt shall be liquidated, annually increasing the present total deficit of income above stated. This deficit, and future interest charges, unless provided for by gift, must ultimately be paid out of the capital of our endowment or out of future income from endowments. In either event, the income applicable to educational purposes would necessarily be curtailed and our chief work brought to a standstill for many years to come.

Thus far only the facts appearing in the schedules as to the income account of this corporation have been presented.

Turning now to those figures in the schedules which relate to Capital Accounts it will be perceived that the cost of the new site and the buildings thereon, up to June 30, 1906, is \$11,182,890.34 as per Schedule A, and that the funds available for this expenditure have been provided as follows :

By Loans and Bonds	\$2,823,000.00	
By Gifts and Legacies, as per Schedule B	4,943,014.90	
By proceeds of sale of prop- erty, as per Schedule C	3,676,841.55	\$11,442,856.45
Leaving a balance unex- pended of only		259,966.11

To the debit of \$2,823,000.00 should be added the deficits of income aggregating, to June 30, 1906, \$842,491.44, making a total of \$3,665,491.44, the payment and reimbursement of which is to be provided for by the Trustees.

It is anticipated that the income from the rents of the upper estate, under leases for twenty-one years which are about to be renewed in the near future, will be considerably increased; and the Trustees have already resolved that such increase shall be devoted to the payment of the interest to accrue, and any surplus of such increase to the extinguishment of the principal of the debt, and that the appropriation from rents for educational purposes shall not be increased beyond the amount which was received from this source in the year ending June 30, 1905, namely, \$382,783.76.

As it is not believed to be either desirable or possible to increase materially the present charges for tuition, the only hope of a larger income from our own resources would seem to be from an increased number of students; but it may be questioned whether the increase of income from additional students will increase the available income, for the reasons that an increase of students always involves an increase of instructors; and the tuition fees of students are never more than about fifty per cent. of the cost of their education.

Under these circumstances, the only resource left to the Trustees appears to be to make definite and direct appeal to the rich and generous public interested in the cause of higher education, in Columbia University, and in the welfare and reputation of the City of New York.

Columbia College and its distinguished graduates have rendered much useful service to the city, the State, and the nation, for more than a century and a half, and it seems not unreasonable to ask and to expect gifts sufficient in amount

to provide for the payment of the debt which has been incurred in the purchase and development of the present site, in order that that site may be occupied for the work of the University free of encumbrance and all charge for interest, and that the anticipated increase in the income of the corporation from increased rentals may be devoted solely to the strengthening of the educational work, to carry on which this corporation primarily exists.

EDWARD MITCHELL
H. H. CAMMANN
G. L. RIVES
JOHN CROSBY BROWN
JOHN S. KENNEDY

June 4, 1906

EXPENDITURE UPON LAND AND THE ERECTION
OF BUILDINGS

SCHEDULE A

University Lands, Buildings, and Equipment, Morning- side, as per Balance Sheet, June 30, 1906.....	\$10,671,348.64
College of Physicians and Surgeons, as per Balance Sheet, June 30, 1906.....	511,541.70
	<hr/>
	\$11,182,890.34

GIFTS AND LEGACIES FOR THE PURCHASE OF LAND AND
ERECTION OF BUILDINGS TO JUNE 30, 1906

SCHEDULE B

Alumni Memorial Hall.....	\$100,000.00
Charles Bathgate Beck Legacy.....	246,926.06
Class of '82 (120th Street Gate).....	1,500.00
Contributions toward the Purchase of South Field.....	54,707.00
Other Contributions for Bloomingdale Site.....	331,150.00
Wm. E. Dodge Gift for Earl Hall.....	164,950.82
Fayerweather Legacy.....	330,739.03
Havemeyer Gifts.....	414,206.65
Low Library Gift.....	1,100,639.32
Wm. C. Schermerhorn Gift.....	458,133.18
Edward L. Stabler Gift.....	1,200.00
Bequest of the late Henry Villard.....	50,000.00
Vanderbilt Gift, for Vanderbilt Clinic Building.....	350,000.00
Contributions, etc., for College of Physicians and Sur- geons Buildings, Additions, and Equipment.....	71,551.05
Hartley Hall, Construction: Marcellus Hartley Dodge and Mrs. Helen Hartley Jenkins.....	350,000.00
School of Mines Building, Construction of, Adolph Lew- isohn.....	250,000.00
Hamilton Hall, Construction of, Anonymous.....	400,879.09
Kent Hall, Construction of, Francis Lynde Stetson to- wards the cost of the Law School Building.....	10,000.00
St. Paul's Chapel, Anonymous.....	235,000.00
Changes in Chapel for Installation of Organ, Anony- mous.....	500.00
Model of Buildings and Grounds, Anonymous.....	16,647.00
Class of '81, Flagstaff.....	4,285.00
	<hr/>
	\$4,943,014.80

ENDOWMENT ACCOUNT

SCHEDULE C

Sale of Lots 47th and 48th Streets Block, 1903-4...	\$1,756,351.50
Sale of Lots 47th and 48th Streets Block, 1904-5...	1,410,896.81
Sale of Lots 47th and 48th Streets Block, 1905-6...	509,593.24
	<hr/>
	\$3,676,841.55

THIS STATEMENT INCLUDES ALL RECEIPTS ENTERING INTO THE "INCOME" OF THE CORPORATION
AND ALL EXPENDITURES CHARGEABLE THERETO, ALSO GIFTS AND PAYMENTS FOR
"INTEREST" FOR THE ACADEMIC YEARS 1894-5 TO 1905-6 INCLUSIVE

SCHEDULE D

Gross Income for the Academic Years 1894-5 to 1905-6 inclusive.....	Exhibit 1. \$10,218,252.25
Administration Expenses for the Academic Years 1894-5 to 1905-6 inclusive Exhibit 1. 10,352,203.21	
Deficit on Administration Expenses.....	\$133,950.96
Interest.....	Exhibit 1. \$1,025,454.40
Less: Gifts.....	Exhibit 1. 316,913.92
Deficit on Interest.....	708,540.48
Total Net Deficit for the Academic Years 1894-5 to 1905-6.....	\$842,491.44

SCHEDULE D. EXHIBIT 1

	Income	Administration Expenses	Surplus Prior to Interest Charges	Deficit Prior to Interest Charges	Interest	Gifts for Interest	Surplus After Interest Charges	Deficit After Interest Charges
1894-1895	\$ 731,995.51	\$ 711,350.66	\$ 20,644.85	\$ 105,756.22	\$ 3,461.80		\$ 17,183.05	\$ 109,218.02
1895-1896	720,377.85	826,134.07		58,165.89	13,117.91			71,283.80
1896-1897	726,786.39	784,952.28		25,552.54	6,611.80	\$ 25,250.00		6,914.34
1897-1898	771,491.46	797,044.00		25,822.91	134,977.49	29,750.00		131,050.40
1898-1899	768,224.72	794,047.63		4,025.39	131,847.43	54,352.33		81,520.49
1899-1900	816,465.79	820,491.18		478.26	109,726.85	152,311.59	42,106.48	45,588.18
1900-1901	843,851.59	844,329.85	10,626.61		102,464.79	46,250.00		87,571.14
1901-1902	873,217.21	862,590.60	19,804.99		108,376.13	1,000.00		143,971.23
1902-1903	961,973.22	942,168.23	14,363.80		164,335.03	6,000.00		131,989.09
1903-1904	958,102.18	943,738.38	22,810.00		155,799.09	1,000.00		92,674.28
1904-1905	988,806.71	965,996.71		\$2,400.00	91,274.28	1,000.00		
1905-1906	*1,056,959.62	†1,059,359.62						
	\$10,218,252.25	\$10,352,203.21	\$ 88,250.25	\$ 222,201.21	\$1,025,454.40	\$ 316,913.92	\$ 59,289.53	\$ 901,780.97
			Deduct	88,250.25	316,913.92	Deduct		59,289.53
				\$133,950.96	\$ 708,540.48			\$ 842,491.44

* Includes \$7,234.21 Gift to meet deficit.

† Includes \$2,400 Extraordinary Expense.

APPENDIX 2

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1905-06

SUMMARY OF OFFICERS

	1904-05	1905-06
Professors.....	121	134
Adjunct Professors.....	46	51
Clinical Professors and Lecturers.....	17	18
Instructors.....	79	83
Demonstrators.....	5	11
Assistant Demonstrators.....	10	3
Tutors.....	56	40
Curators.....	2	2
Lecturers and other special officers of instruction	25	36
Assistants.....	49	47
Clinical Assistants.....	68	70
Officers of Instruction.....	478	495
Officers of Administration.....	19	18
Emeritus Officers.....	12	12
Total.....	509	525

VACANCIES

Occurring, unless otherwise indicated, on June 30, 1906

Professors and Administrative Officers

EDWARD HOWARD CASTLE, A.M.....	Resigned
Professor of History in Teachers College	
MORTIMER LAMSON EARLE, Ph.D. (September 26).....	Died
Professor of Classical Philology	
GEORGE A. FERGUSON, Ph.B.....	Resigned
Professor of Analytical Chemistry and Mathematics in the College of Pharmacy	
Rev. APPLETON GRANNIS, A.M. (January 1).....	Resigned
Acting Chaplain	
ALVIN S. JOHNSON, Ph.D.....	Resigned
Adjunct Professor of Economics	
FRANCIS E. LLOYD, A.M.....	Resigned
Adjunct Professor Biological Science, Teachers College	
WILLIAM A. NEILSON, Ph.D.....	Resigned
Professor of English	

REV. GEORGE A. OLDHAM.....	Term Expired
Acting Chaplain	
W. H. G. PETERS (June 27).....	Died
Assistant Bursar	
LOUIS ROUILLION, B.S., A.M.....	Resigned
Adjunct Professor Manual Training Teachers College	
JAMES B. SCOTT, A.M., J. U.D. (January 31).....	Resigned
Professor of Law	
REV. ALEXIS W. STEIN, A.B.....	Resigned
Chaplain elect	
AMASA TROWBRIDGE, Ph.B (January 31).....	Resigned
Adjunct Professor of Mechanical Engineering	
EDMUND B. WILSON, Ph.D., LL.D. (March 5).....	Resigned
Dean of the Faculty of Pure Science	

Instructors and Demonstrators

ALFRED H. GUMBER, B.S.....	Resigned
Instructor in Architectural Design	
WILLIAM E. KELLICOTT, Ph.D.....	Resigned
Instructor in Zoölogy	
EDWARD A. SPITZKA, M.D.....	Resigned
Demonstrator of Anatomy	
ARTHUR S. VOSBURGH, A.B., M.D.....	Resigned
Demonstrator of Anatomy	

Tutors

RICHARD T. HOLBROOK, Ph.D.....	Resigned
Tutor in the Romance Languages and Literatures	
LOUIS H. LAUDY, Ph.D. (August 17).....	Died
Tutor in Chemistry	

Lecturers and Other Special Officers of Instruction

VILHELM FRIMAN BJERKNES, Ph.D.....	Term Expired
Non-resident Lecturer in Mathematical Physics	
ARMOUR CALDWELL, A.B.....	Term Expired
Lecturer in English	
FREDERICK VAN DYKE CRUSER, Ph.D.....	Term Expired
Lecturer in Analytical Chemistry	
RICHARD F. DEIMEL, B.S., A.M. (January 31).....	Resigned
Lecturer in Physics	
HENDRIK A. LORENTZ, Ph.D.....	Term Expired
Non-resident Lecturer in Mathematical Physics	
WILHELM OSTWALD, Ph.D., LL.D.....	Term Expired
Non-resident Lecturer in Psychology	
EMERY POTTLE, A.B.....	Term Expired
Lecturer in English	
JACKSON E. REYNOLDS, A.B., LL.B.....	Resigned
Lecturer in Law	
PHILIPP SEIBERTH, A.M.....	Term Expired
Lecturer in the Germanic Languages and Literatures	
KENNETH C. M. SILLS, A.M. (October 12).....	Resigned
Lecturer in English	
JOHN M. WOOLSEY, A.B., LL.B.....	Resigned
Lecturer in Law	

Assistants

MARGARET E. BALL, A.M.....	Term Expired
Assistant in English	
THOMAS C. BROWN, A.M.....	Term Expired
Assistant in Palaeontology	
THOMAS HAMILTON BURCH, Jr., Mech. E. (January 1)...	Resigned
Assistant in Drawing	
SALISBURY M. DAY, E.E.....	Term Expired
Assistant in Electrical Engineering	
WALTER T. DERLETH, C.E., A.M.....	Resigned
Assistant in Civil Engineering	
CLAUDE R. FOUNTAIN, A.B. (September 15).....	Resigned
Assistant in Physics	
FRANCIS M. HAMILTON, A.M.....	Term Expired
Assistant in Psychology	
ROWLAND HAYNES, A.B.....	Resigned
Assistant in Philosophy	
HENRY A. JACKSON, A.M. (October 1).....	Resigned
Assistant in Physical Chemistry	
ROBERT J. H. KLIBNE.....	Term Expired
Assistant in Chinese	
ALEXANDER LAMPEN.....	Term Expired
Assistant in Electro-Chemistry	
LILLIA M. LAWRENCE, B.S.....	Term Expired
Assistant in Classical Philology	
FRANCIS C. LINCOLN, A.M.....	Term Expired
Assistant in Physics	
WALTER A. MITCHELL, A.B. (November 10).....	Resigned
Assistant in Physics	
HARRY L. PARR, A.B., Mech.E.....	Term Expired
Assistant in Mechanical Engineering	
CHARLES W. RAMSDELL, A.M.....	Term Expired
Assistant in History	
THOMAS T. READ, Ph.D.....	Term Expired
Assistant in Mineralogy	
CARL A. SCHNEIDER, E.E.....	Term Expired
Assistant in Electrical Engineering	
STEWART SLOSSON, A.B.....	Term Expired
Assistant in English	
JULIAN C. SMALLWOOD, Mech. E. (November 1).....	Resigned
Assistant in Mechanical Engineering	
STEVENSON SMITH, A.B.....	Resigned
Assistant in Psychology	
ROBERT M. STRONG, Mech.E.....	Term Expired
Assistant in Mechanical Engineering	
DAVID S. SWENSON, B.S.....	Term Expired
Assistant in Philosophy	
JOHN F. THOMPSON, Ph.D.....	Term Expired
Assistant in Metallurgy	
GEORGE B. WATERHOUSE, B.S. (January 16).....	Resigned
Assistant in Metallurgy	
EDWIN BENNETT WHEELER, B.S.....	Term Expired
Assistant in Physics	

PROMOTIONS
To take effect, unless otherwise indicated, July 1, 1906
Professors and Administrative Officers

NAME	FROM	TO	SUBJECT
ADOLPH BLACK, C.E.	Instructor in	Adjunct Professor of	Civil Engineering
WILLIAM T. BREWSTER, A.M.	Adjunct Professor of	Professor of	English
PHILIP HANSON HISS, JR., M.D.	Adjunct Professor of	Professor of	Bacteriology
FRANK W. JACKSON, M.D. (January 1)	Instructor in Medical Diagnosis	Professor of	Clinical Medicine
EDWARD KASNER, Ph.D.	Instructor in	Adjunct Professor of	Mathematics
CHARLES KNAPP, Ph.D.	Adjunct Professor of	Professor of	Classical Philology
JOHN H. LARKIN, A.B., M.D.	Instructor in Pathology	Adjunct Professor of	Pathological Anatomy
CHARLES E. LUCKE, M.S., Ph.D.	Instructor in	Adjunct Professor of	Mechanical Engineering
JOHN A. MACVANNEL, Ph.D.	Adjunct Professor of Education	Professor of	Philosophy of Education
HENRY L. MOORE, Ph.D.	Adjunct Professor of	Professor of	Political Economy
GEORGE C. D. ODELL, Ph.D.	Adjunct Professor of	Professor of	English
CURTIS H. PAGE, Ph.D.	Lecturer in	Adjunct Professor of	Romance Languages and Literatures
HERBERT M. RICHARDS, Sc.D.	Adjunct Professor of	Professor of	Botany
HENRY R. SEAGER, Ph.D.	Adjunct Professor of	Professor of	Political Economy
FRANCIS CARTER WOOD, B.S., M.D.	Adjunct Professor of	Professor of	Clinical Pathology

Clinical Lecturer

PEARCE BAILEY, A.M., M.D.	Instructor in	Clinical Lecturer in	Neurology
---------------------------	---------------	----------------------	-----------

Instructors and Demonstrators

NAME	FROM	TO	SUBJECT
MORTON ARENDT, E.E.	Lecturer in	Instructor in	Electrical Engineering
ARTHUR W. BINGHAM, A.B., M.D.	Assistant Demonstrator of	Demonstrator of	Physiology
WILHELM A. BRAUN, Ph.D.	Tutor in	Instructor in	Germanic Languages and Literatures
CARLTON C. CURTIS, Ph.D.	Tutor in	Instructor in	Botany
HARRY M. KEATOR, A.B., M.D.	Assistant Demonstrator of	Demonstrator of	Physiology
GEORGE P. KRAPP, Ph.D.	Lecturer in	Instructor in	English
JAMES H. MCGREGOR, Ph.D.	Lecturer in Vertebrate Zoology	Instructor in	Zoology
S. ALFRED MITCHELL, Ph.D.	Tutor in	Instructor in	Astronomy
HENRY S. PATTERSON, A.B., M.D. (Feb. 5)	Tutor in	Instructor in	Material Medica and Therapeutics
LEANDER H. SHEARER, A.B., M.D.	Assistant Demonstrator of	Demonstrator of	Physiology
CHARLES P. WARREN, A.M.	Tutor in Architectural Construction	Instructor in	Architecture
WILLIAM R. WILLIAMS, A.M., M.D.	Tutor in	Instructor in	Material Medica and Therapeutics

Tutors

JOHN G. BOWMAN, A.B.	Assistant in
FLOYD J. METZGER, Ph.D. (Oct. 2)	Assistant in
IDA H. OGILVIE, Ph.D.	Lecturer in
WALTER B. PITKIN, A.B.	Lecturer in
MARGARET REED, A.B.	Lecturer in
ALVAN A. TENNEY, A.M.	Assistant in Statistics

Lecturers

FREDERICK VAN D. CRUSER, Ph.D. (Oct. 2)	Assistant in	Lecturer in	Analytical Chemistry
RICHARD F. DEIMEL, B.S., A.M. (Oct. 2)	Assistant in	Lecturer in	Physics
WILLIAM A. DELANO, A.B.	Tutor in Design	Associate Director of Atelier	
ALLEN H. NELSON, A.M.	Assistant in	Lecturer in	Physics

CHANGES OF TITLE

To take effect, unless otherwise indicated, on July 1, 1906.

Professors

NAME	FROM	TO
JAMES C. EGBERT, Ph.D.....	Professor of Roman Archaeology and Epigraphy	Professor of Latin
FRANKLIN H. GIDDINGS, Ph. D., LL.D.....	Professor of Sociology	Professor of Sociology and the History of Civilization
HAROLD JACOBY, Ph.D.....	Professor of Astronomy	Rutherford Professor of Astronomy
CHARLES R. RICHARDS, B.S.	Professor of Manual Training	Macy Professor of Manual Training
EDWARD L. THORNDIKE, Ph.D.	Professor of Genetic Psychology	Professor of Educational Psychology
JAMES R. WHEELER, Ph.D....	Professor of Greek	Professor of Greek Archaeology and Art

Instructors

HENRY W. BERG, A.B., M.D.	Instructor in Infectious Diseases	Instructor in Contagious Diseases
CHARLES A. HARRIMAN.....	Instructor in Architectural Drawing	Instructor in Architecture
VAN HORNE NORRIE, A.B., M.D.....	Instructor in Physical Diagnosis	Instructor in Medical Diagnosis
GRENVILLE T. SNELLING, B.S.	Instructor in Architectural Engineering	Instructor in Architecture

Lecturers

CHARLES A. BEARD, Ph.D....	Lecturer in History	Lecturer in History and Political Science
ALFRED HAYES, JR., A.M., LL.B.....	Tutor in Law	Lecturer in Law
VIVIAN A. C. HENMON, Ph.D.	Assistant in Psychology (October 11)	Lecturer in Psychology

Assistants

HUGH AUCHINCLOSS, A.B., M.D.....	Demonstrator of Anatomy	Assistant in Clinical Pathology
JULIAN BLANCHARD, A.B....	Lecturer in Physics	Assistant in Physics
MICCO M. A. FONTRIER, A.B.	Assistant in Mechanics	Assistant in Physics

APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1906

Professors and Administrative Officers

NAME	OFFICE
WILLIAM T. BREWSTER, A.M. (January 29).....	Secretary of the Faculty of Barnard College
JOHN W. BURGESS, Ph.D., LL.D..	Theodore Roosevelt Professor of American History and Institutions in the University of Berlin
FRANK J. GOODNOW, LL.D.....	Acting Dean of the Faculty of Political Science
Rev. APPLETON CRANNIS, A.M..... (October 2)	Acting Chaplain
WILLIAM HALLOCK, Ph.D..... (May 18)	Dean of the Faculty of Pure Science
HENRY JOHNSON, B.S., A.M.....	Professor of History in Teachers College
CASSIUS J. KEYSER, Ph.D..... (March 16)	Secretary of the Faculty of Pure Science
MAXIMILIAN K. KRESS, A.M..... (April 11)	Secretary of the Faculty of Fine Arts
RALPH E. MAYER, C.E..... (October 27)	Secretary of the Faculty of Applied Science
MARGARET A. NUTTING.....	Professor of Institutional Management in Teachers College
GEORGE N. OLCOTT, Ph.D..... (November 10)	Secretary of the Faculty of Philosophy
Rev. GEORGE A. OLDHAM..... (January 8)	Acting Chaplain
WALTER RAUTENSTRAUCH, M.S....	Adjunct Professor of Mechanical Engineering
HERMANN SCHUMACHER, Ph.D....	Kaiser Wilhelm Professor of German History and Institutions
GEORGE F. SEVER, M.Sc..... (October 2)	Acting Dean of the Faculty of Applied Science
DAVID S. SNEDDEN, Ph. D.....	Adjunct Professor of Educational Administration in Teachers College
Rev. ALEXIS W. STEIN, A.B.....	Chaplain
ASHLEY H. THORNDIKE, Ph.D....	Professor of English
JAMES R. WHEELER, Ph.D.....	Acting Dean of the Faculty of Fine Arts

Clinical Professors

WALTER F. CHAPPELL, M.D..... (January 1)	Clinical Professor of Laryngology
--	-----------------------------------

Instructors and Demonstrators

ROWLAND COX, M.D..... (December 4)	Assistant Instructor in Operative Surgery
NELLIS B. FOSTER, M.D.....	Instructor in Physiological Chemistry.
LEWIS F. FRISSELL, A.M., M.D....	Instructor in Physical Diagnosis

NAME	OFFICE
EDWARD L. HUNT, A.B., M.D. (December 4)	Instructor in Neurology
JAMES H. KENYON, B.S., M.D. (December 4)	Assistant Instructor in Operative Surgery
WALTER S. REYNOLDS, M.D.	Instructor in Genito-Urinary Dis- eases
JOSEPH GRANT YOCUM, M.D.	Demonstrator of Physiology

Tutors

JOHN G. GILL, Ph.D.	Tutor in the Romance Languages and Literatures
T. LESLIE SHEAR, Ph.D.	Tutor in Classical Philology
LEWIS P. SICLOFF, A.B.	Tutor in Mathematics

Lecturers

NATHAN ABBOTT, A.B., LL.B.	Lecturer in Law
CHARLES H. AYERS, A.B., LL.B.	Lecturer in Law
ALEXANDER O. BECHERT, A.M.	Lecturer in the Germanic Lan- guages and Literatures
GOLDTHWAITE H. DORR, A.B., LL.B.	Lecturer in Law
JOHN L. GERIG, Ph.D.	Lecturer in the Romance Lan- guages and Literatures
PAUL L. HAWORTH, A.M.	Lecturer in History
HARWOOD HOADLEY, A.B.	Lecturer in Classical Philology
WILLIAM JAMES, Ph.D.	Non-resident Lecturer in Psychol- ogy
JOSEPH LARMOR.	Non-resident Lecturer in Mathe- matical Physics
O. LUMMER.	Non-resident Lecturer in Mathe- matical Physics
FRANCIS A. NELSON, B.S.	Lecturer in Architecture
WILHELM OSTWALD, Ph.D. (November 25)	Non-resident Lecturer in Psychol- ogy
WALTER B. PITKIN, A.B.	Lecturer in Philosophy
EMERY POTTLE, A.B. (October 12)	Lecturer in English
EDWARD L. STEVENSON, Ph.D.	Lecturer in Geography
GUY A. TAWNEY.	Lecturer in Philosophy
ALLEN F. WESTCOTT, A.M.	Lecturer in English
ALBERT C. WHITAKER, Ph.D.	Lecturer in Economics and Social Science

Assistants

HAROLD C. BROWN.	Assistant in Philosophy
THOMAS C. BROWN, A.M. (October 2)	Assistant in Palæontology
NORMAN F. BUTLER, A.B.	Assistant in English
H. W. FARWELL, A.B.	Assistant in Physics
NELLIS B. FOSTER, M.D.	Assistant in Applied Therapeutics
CHARLES GALWEY, A.B.	Assistant in English
WILLIAM K. GREGORY, A.M. (October 2)	Assistant in Zoology
GEORGE W. HARTWELL, Ph.B., A.M.	Assistant in Mathematics

NAME	OFFICE
ALICE HASKELL, A.B.....	Assistant in English
ROWLAND HAYNES, A.B.....	Assistant in Philosophy
(November 6)	
MAUDE A. HUTTMANN, B.S., A.M..	Assistant in History
JAMES M. KENT, A.B., M.D.....	Assistant in Materia Medica and Therapeutics
OTTO KRESS, B.S.....	Assistant in Analytical Chemistry
ALEXANDER LAMPEN.....	Assistant in Electro-Chemistry
(December 4)	
JAMES S. MACGREGOR, M.S.....	Assistant in Mechanical Engineer- ing
(October 1)	
WILLIAM R. MAY, M.D.....	Assistant in Mateira Medica and Therapeutics
CHARLES S. MEAD, B.S., A.M.....	Assistant in Zoölogy
CHARLES V. MORRILL, JR., A.M....	Assistant in Zoölogy
LEIGHTON B. MORSE, Ph.B.....	Assistant in Physics
C. OFFERHAUS.....	Assistant in Metallurgy
GRACE P. REYNOLDS, A.B.....	Assistant in Chemistry
AUSTEN F. RIGGS, A.B., M.D.....	Assistant in Medicine
WILLIAM C. RUEDIGER, Ph.M.....	Assistant in Psychology
CARL A. SCHNEIDER, E. E.....	Assistant in Electrical Engineer- ing
(October 24)	
LEANDER H. SHEARER, A.B., M.D.	Assistant in Medicine
J. EDWIN SINCLAIR, B.S.....	Assistant in Mineralogy
STEVENSON SMITH, A.B.....	Assistant in Psychology
(October 1c)	
ELIZABETH I. THOMPSON, A.B.....	Assistant in Botany
PHILIP VAN INGEN, A.B., M.D....	Assistant in Medicine
MORRIS F. WEINRICH, Mech. E....	Assistant in Drawing
FREDERIC L. WELLS, Ph.D.....	Assistant in Physics
LINSLEY R. WILLIAMS, A.M., M.D.	Assistant in Medicine
LEON E. WOODMAN, A.M.....	Assistant in Physics
SAMUEL H. WOODS.....	Assistant in Mechanical Engineer- ing

Emeritus Professor

JOHN K. REES, E.M., Ph.D..... Emeritus Professor of Astronomy

APPENDIX 3.

PUBLIC LECTURES

UNDER THE AUSPICES OF THE UNIVERSITY

Lectures on the Fine Arts

A. V. WILLIAMS JACKSON, Ph.D., L.H.D., LL.D., *Professor of Indo-Iranian Languages*

December 11. Ancient Persian Sculpture.

ALFRED D. F. HAMLIN, A.M., *Professor of the History of Architecture*

The Cathedrals of England

December 18. The Mediaeval Cathedral in France and England.

January 8. The Norman Cathedrals.

" 15. Salisbury and the Early Gothic Cathedrals.

" 22. Winchester and St. Paul's.

C. P. WARREN, A.M., *Tutor in Architectural Construction*

January 29. The Tall Office-Building as a Problem in Design.

ARTHUR W. DOW, Professor of Fine Arts in Teachers College

February 5. Assisi and the Giottesques.

" 12. Sesahu, and the Masters of Japanese Landscape Painting.

GEORGE KRIEHN, Ph.D., *Lecturer on the Fine Arts in the Summer Session*

Paintings in the Metropolitan Museum of Art

February 19. The Flemish and Dutch Schools.

" 26. French Painting in the Nineteenth Century.

March 5. American Painting.

FREDERICK HIRTH, Ph.D., *Dean Lung Professor of Chinese*

March 12. Glimpses of Chinese Pictorial Art.

JOHN VREDENBURG VAN PELT, Associate Director of Atelier

March 19 and

26 and April 2. Principles of Architectural Composition.

The Cartwright Lectures

Delivered at the College of Physicians and Surgeons or at the Academy of Medicine

BARON KANEHIRO TAKAKI, M.D., F.R.C.S., F.R.C.P., of Tokio. Surgeon-General (Reserve) of the Japanese Navy

January 25, 29 and

February 2. Naval and Military Sanitation.

Hewitt Lectures at Cooper Union

Republican France: Its Political and Economic Problems

ADOLPHE COHN, A.M., LL.B., Professor of Romance Languages and Literatures

- | | | |
|----------|-----|---|
| February | 12. | The Constitution, Governmental and Administrative Problems. |
| " | 19. | France among the Nations. Military and Diplomatic Problems. |
| " | 26. | France among the Nations. The Colonial Policy. |
| March | 5. | The Control of Public Education. |
| " | 12. | The Republic and the Church. |
| " | 19. | Economic Problems. The Reform of Taxation. Free Trade vs. Protection. |
| " | 26. | Economic Problems. Old Age Pensions for Working men. |
| April | 2. | Socialism and the Republic. |

UNDER FACULTY AND DEPARTMENTAL AUSPICES

University Biological Lectures, Eleventh Series

The Behavior of Lower Organisms

HERBERT S. JENNINGS, Ph.D., Assistant Professor of Zoölogy in the University of Pennsylvania

- | | | |
|-------|-----|---|
| March | 1. | The Nature and Problems of Behavior, Illustrated from the Lowest Animals. |
| " | 2. | The Methods and Laws of Movements and Reactions in the Lower Organisms. |
| " | 8. | Selection from among the Conditions Resulting from Varied Movements. |
| " | 9. | What Conditions are Selected, what Rejected? |
| " | 16. | Modifiability of Behavior in Lower Organisms; Relation to Behavior of Higher Organisms and Man. |

Teachers College Lectures

Contemporary Educational Problems

- | | | |
|---------|-----|---|
| October | 4. | Continental Education. Dean JAMES E. RUSSELL. |
| " | 18. | English Education. Dean RUSSELL. |
| " | 25. | Administration of American Education. Dean RUSSELL. |

- | | | |
|----------|-----|--|
| November | 8. | Problems in American Education. Dean RUSSELL. |
| " | 15. | The Educational Alliance. Superintendent DAVID BLAUSTEIN |
| " | 22. | The George Junior Republic. WILLIAM R. GEORGE. |
| " | 29. | Tendencies in the Kindergarten. Miss PATTY S. HILL. |
| December | 6. | State Control of Education. Commissioner A. S. DRAPER. |
| " | 13. | Needs of the Child not Met in the Grades. President G. STANLEY HALL. |
| " | 20. | Opportunity and the Public School. Dr. TALCOTT WILLIAMS. |
| January | 17. | Rural Schools and the Teaching of Agriculture. Principal MYRON T. SCUDDER. |
| February | 7. | The College Entrance Examination Board. Secretary THOMAS S. FISKE. |
| " | 21. | Secondary Technical Education. Principal CHEESMAN A. HERRICK. |
| " | 28. | Modern Philanthropy. Professor EDWARD T. DEVINE. |
| March | 14. | Self-Activity in Education. Professor JOHN DEWEY. |
| " | 21. | Parochial Schools. Superintendent PHILLIP R. McDEVITT. |
| " | 28. | Work for Teachers and Pupils. Superintendent EDWIN G. COOLEY. |
| April | 4. | Normal Education. President RUSH RHEES. |
| " | 11. | Teachers' Salaries and Pensions. Principal WILLIAM McANDREW. |
| " | 18. | Education in Orphan Asylums. Superintendent R. R. REEDER. |
| " | 25. | Trade Schools for Girls. Professor MARY S. WOOLMAN. |
| May | 2. | A Principal's Selection of Teachers. Principal WALTER B. GUNNISON. |
| " | 9. | Teaching the Use of Written English. Dr. WALTER H. PAGE. |

Department of Chemistry

WILHELM OSTWALD, *Professor of Chemistry in the University of Leipzig*

- | | | |
|----------|-----|---|
| January | 26. | Elements and compounds. |
| " | 29. | Combining weights and atoms. |
| " | 30. | Molecular theory, including osmotic pressure. |
| " | 31. | Constitution and isomerism (organic chemistry). |
| February | 1. | Equilibrium and chemical affinity. |
| " | 2. | Chemical dynamics, including catalysis. |

Department of English

WILLIAM POEL, *Director of the Elizabethan Stage Society, London, England*

- | | | |
|----------|-----|---|
| November | 28. | The Stage of Shakespeare (illustrated). |
|----------|-----|---|

FRED NEWTON SCOTT, *Professor of Rhetoric in the University of Michigan*

- | | | |
|-------|----|------------------------------|
| April | 6. | The Prosody of Walt Whitman. |
|-------|----|------------------------------|

Department of Germanic Languages and Literatures

EUGEN KÜHNEMANN, Ph.D., *Pro-Rector of the Royal Academy in Posen*

November 6, 8 and 10. Goethe's Faust.

Department of Indo-Iranian Languages

Unless otherwise indicated the lectures are by Professor JACKSON

- | | | | |
|----------|-----|--|-----------------------|
| January | 17. | Cities of Persia. | |
| " | 23. | Buddha, his Life and Teachings. | JUSTIN HARTLEY |
| | | MOORE, A.M. | |
| " | 30. | King Harsha, the Sanskrit Dramatist. | GEORGE C. |
| | | O. HAAS, A.M. | |
| February | 6. | Transcaspia and Turkistan. | |
| " | 13. | Zoroaster and his Teachings. | |
| " | 20. | Life in Persia. | Dr. ABRAHAM YOHANNAN. |
| " | 26. | Early Missions in the Orient. | Dr. YOHANNAN. |
| " | 27. | Home Life of a Brahman Woman. | Dr. LUCIA C. G. |
| | | GRIEVE. | |
| March | 5. | Modern Missions in the Orient. | Dr. YOHANNAN. |
| " | 6. | Samarkand, the Capital of Tamerlane. | |
| " | 12. | The Influence of Missions in the East. | Dr. YOHANNAN. |

Department of Music**The Physical Materials of Music**

WILLIAM HALLOCK, *Professor in Columbia University*

- | | | |
|----------|-----|--------------------------------|
| November | 1. | The physical basis of music. |
| " | 8. | The physical basis of music. |
| " | 15. | Musical scales. |
| " | 22. | The quality of musical sounds. |

The Music of Savage Races

ALICE C. FLETCHER, *Washington, D. C.*

- | | | |
|----------|-----|---------------------------------------|
| November | 29. | Emotion in the music of savage races. |
| December | 6. | Form in the music of savage races. |

The Historical Development of Musical Form

GEORGE C. GOW, *Professor in Vassar College*

- | | | |
|----------|-----|--|
| December | 13. | Musical form in the polyphonic period (vocal). |
| " | 20. | Musical form in the polyphonic period (instrumental). |
| January | 10. | Musical form in the classical period. |
| " | 17. | The problem of musical form in the nineteenth century. |

The Problem of Romanticism

DANIEL GREGORY MASON

- February 7. The Nature of Romanticism.
 " 14. The Romanticism of Schubert.
 " 21. The Romanticism of Schumann.
 " 28. The Romanticism of Mendelssohn.
 March 7. The Romanticism of Chopin.
 " 14. Modern Romantic Tendencies.

W. J. BALTZELL, *formerly professor in Ohio Wesleyan University.*

- March 21. The poetic aspects of music up to the time of Beethoven.
 April 11. The poetic aspects of music since the time of Beethoven.

EDWARD DICKINSON, *Professor in Oberlin College*

- April 4. Musical appreciation.

CHARLES H. FARNSWORTH, *Professor in Teachers College*

- April 18. The place of the æsthetic reaction to music in wholesome living.
 " 25. Helping the child to think in tone.

WALDO S. PRATT, *Professor in Hartford Theological Seminary*

- May 2. The problem of musical structure.

Department of Romance Languages and Literatures

Lectures in French on Popular Subjects

- November 2. Le français qu'on parle à New York. ADOLPHE COHN, LL.B., A.M., *Professor of the Romance Languages and Literatures.*
 " 9. La Musique du vers français. HENRY BARGY, A.M., *Tutor in the Romance Languages and Literatures.*
 " 16. José Maria de Hérédia. Professor COHN.
 " 23. Maurice Maeterlinck. Professor C. A. DOWNER, *College of the City of New York.*
 December 7. A propos de la Révolution russe. Professor COHN.
 " 14. René Bazin. M. JEAN LE BARS, *College of the City of New York.*
 " 21. L'année 1905 en France. Professor COHN.
 January 11. L'Académie Française en 1905. V. Les Romanciers. Professor COHN.
 " 18. Les femmes au temps de la Révolution. M. FELIX WEILL, *College of the City of New York.*
 " 25. L'Election présidentielle en France. Professor COHN.
 February 8. L'Atala de Chateaubriand. Professor CASIMIR FABREGOU (Retired), *College of the City of New York.*
 " 15. L'Académie Française en 1905. VI. Les auteurs dramatiques. Professor COHN.

- | | | |
|-------|-----|--|
| March | 1. | La Poésie et la Musique en France du xii ^e au xvii ^e siècle. M. JULIEN TIERSOT, <i>Assistant Librarian of the Paris Conservatoire.</i> |
| " | 8. | Jean Jacques Rousseau et les querelles musicales au xviii ^e siècle. M. JULIEN TIERSOT. |
| " | 15. | Les Inspiratrices de Balzac. M. AUGUSTE GEORGE, <i>President of the National Society of French Teachers in the United States.</i> |
| " | 22. | La France et l'Allemagne en 1906. Professor COHN. |
| " | 29. | Un Nouvel Académicien: M. Maurice Barrès. M. HENRY BARGY. |
| April | 5. | Alfred Capus. Dr. LOUIS DELAMARRE, <i>College of the City of New York.</i> |
| " | 19. | La France à la veille des élections. Professor COHN. |
| " | 26. | Vacances françaises. Professor COHN. |

Departments of Philosophy and Psychology

The Relations of Energy to Life and Thought

WILHELM OSTWALD, *University of Leipzig. Non-Resident Lecturer in Psychology, Columbia University*

- | | | |
|----------|-----|---------------------------------|
| January | 25. | General Energetics, Historical. |
| " | 26. | General Energetics, Systematic. |
| " | 29. | Life and Energy. |
| " | 30. | Memory. |
| " | 31. | Psychical Energy. |
| February | 1. | The Psychology of Science. |
| " | 2. | Art. |
| " | 5. | Ethics. |

Department of Physics

Lectures in Mathematical Physics

VILHELM FRIMAN KOREN BJERKNES, *Professor of Mechanics and Mathematical Physics in the University of Stockholm. Non-Resident Lecturer in Mathematical Physics in Columbia University*

- | | | |
|----------|----------|---|
| December | 1 and 2. | Elementary investigation of the geometric properties of hydrodynamic fields (with experiments). |
| " | 8. | Geometric properties of electromagnetic fields according to Maxwell's theory. |
| " | 9. | The dynamic properties of electromagnetic fields according to Maxwell's theory. |
| " | 15. | Transformation of the hydrodynamic equations to forms which prove the analogy of hydrodynamic and stationary electromagnetic fields. |
| " | 22. | General conclusions. Remarks on methods of research and of instruction in theoretical physics. |
| " | 23. | Supplementary lecture The hydrodynamic fields of force in the atmosphere and the sea. Discussion of the fundamental problem of meteorology and hydrography. |

HENDRIK ANTOON LORENTZ, *Professor of Mathematical Physics in the University of Leiden. Lecturer in Mathematical Physics in Columbia University*

- March 23, 24, 30. General Principles; Theory of Free Electrons.
 " 31, April 6. Emission and Absorption of Heat.
 April 7, 11, 12. The Zeeman Effect. Propagation of Light in Ponderable Bodies.
 " 26, 27. Optical Phenomena in Moving Systems.

Department of Medicine

Delivered at the College of Physicians and Surgeons

- December 21. The Medical Lessons to be Learned from the Japanese War. Dr. L. L. SEAMAN.
 March 22, 29. The Functions of the Nervous System as Viewed before the Discovery of the Nerves. Professor JOHN G. CURTIS.
 April 5. The Activities of the New York Health Department. Dr. HERMANN M. BIGGS.
 April 18, 25. The Theoretical Considerations of Hydrotherapy.
 May 2. Dr. SIMON BARUCH.
 April 19, 26. Medical Examination for Life Insurance. Dr. BRANDRETH SYMONDS.
 May 3, 10.

Summer Session

- July 10. The Elizabethan Theatre. Professor ASHLEY HORACE THORNDIKE.
 " 12. Chemistry of Coal (Illustrated). Dr. VICTOR JOHN CHAMBERS.
 " 17. Ballad Poetry, Oriental and Occidental. Professor A. V. WILLIAMS JACKSON.
 " 20. San Francisco, The Gateway of the Orient. Dr. SIMON LITMAN, *of the University of California*.
 " 24. Ways to Pass the Walls of the World. Professor CASSIUS JACKSON KEYSER.
 " 26. The Moors of the Past and To-day; Southern Spain and Morocco. Professor L. A. LOISEAUX.
 " 31. Hildebrand, Church Reformer. Professor EARLE WILBUR DOW.
 August 2. Experimental Illustration of Some of the Analogies between the Hydrodynamic and Magnetic Fields of Force. Professor WILLIAM HALLOCK.
 " 7. The Borderland of Ethics and Economics. Professor FRANK ALBERT FETTER.
 " 9. Impending Social Changes in America. Professor FRANKLIN HENRY GIDDINGS.
 " 13. The New Red Cross in San Francisco. Mr. WILLIAM C. LANGDON.

UNDER THE AUSPICES OF THE GERMANISTIC
SOCIETY OF AMERICA

Aus Ninive und Babylon: Die aeltesten Kulturen am Euphrat und Tigris

FRIEDRICH DELITZSCH, Ph.D., *Professor of Oriental Philology in the University of Berlin*

- January 16. Ihre Wiedererweckung.
" 18. Schilderung der babylonisch-assyrischen Ku
" 22. Die Bedeutsamkeit ihrer Wiedererweckung.

Dr. LUDWIG FULDA.

February 26. Schiller und die Neue Generation.

APPENDIX 4

REPORT OF APPOINTMENT COMMITTEE

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York*

SIR:

The success of the Appointment Committee has been somewhat lessened during the academic year just closing by the resignation of Mr. Meyers, so long Secretary of the Committee. Mr. Fackenthal, who took his place, proves to be a very acceptable Secretary; but coming into the position necessarily without knowledge of all the details of the work it has been simply impossible that the change should not somewhat affect the results for the year.

There has been unusual activity in the various Departments of the University in securing places for their own students—naturally enough, since heads of departments in other institutions correspond directly with personal friends and professional acquaintances, and departments have the most complete and exact knowledge of the men whose work has been performed under their immediate instruction.

It is still difficult to make a satisfactory detailed report of the work of either the Committee or the Departments, both because the activities of the two necessarily interlace, and because so many men who secure positions through the commendation of either the Committee or the Departments fail to report this fact.

Following is the result of the year's work, of both Committee and Departments as far as this can be determined and statistically expressed:

Men

University Professors.....	1
“ Adjunct (or assistant) professors.....	6
“ Instructors.....	18
College Professors.....	6
“ Instructors.....	5
“ Lecturers.....	1
State Normal School Assistant Professors.....	1
Normal School Professors.....	1

Women

University Full Professor.....	1
“ Instructor.....	1
College Instructors.....	6

The placing of University graduates in secondary schools has been cared for by the Committee at Teachers College, but it happens that rather incidentally than otherwise the University Committee and the Department officers have placed six men and five women in secondary schools.

In addition to the above the Committee has recommended a large number of graduates to some of the more reliable teachers' agencies which have made inquiries through the Committee for suitable persons for college and university positions. How far these commendations have been successful the Committee is unable to state.

Respectfully

JAMES H. CANFIELD

Chairman

COMMITTEE ON EMPLOYMENT FOR STUDENTS

REPORT OF THE SECRETARY

JUNE 1, 1905, TO MAY 31, 1906

The work of the Committee on Employment for Students has made the same steady stride during the past year as each successive annual report has shown since the Committee's establishment in 1895. In that year the reported earnings

were \$2,411.00; for the fiscal year just ended students reported earnings to the amount of \$104,240.39. These figures are exclusive of the money secured from scholarships, prizes or academic salaries.

During the year 581 students applied to the Committee for employment—an increase of 44 over 1904-05. Only 275 reported their earnings, and 38 reported failure to secure employment.

As compared with 1904-05, the advance made during 1905-06 shows most clearly in the averages. For 1904-05, 388 students reported a total earning of \$92,436.20, and for 1905-06, 313 students reported a total earning of \$104,240.39, making an average for each student of \$238.24 in the former case as against \$333.04 in the latter. Computed on the basis of the total number of applicants, the figures read, \$172.13 and \$179.42 for each applicant in 1904-05 and 1905-06 respectively. One year ago 109 students in the College averaged \$81.88; 58 students in the Schools of Applied Science, \$97.11; 31 students in the Medical School, \$126.46; 66 students in the Law School, \$170.81; 95 students in the Graduate Schools, \$255.84; and 29 women students, \$37.93. All of these averages rose a number of degrees in 1905-06: 90 students in the College averaged \$113.43; 41 students in the Schools of Applied Science, \$163.93; 21 students in the Medical School, \$129.94; 40 students in the Law School, \$202.19; 94 students in the Graduate Schools, \$284.59; and 27 women students, \$117.64.

In 1905-06 the Committee had 384 applications from employers—an increase of 50 over the previous year. Through the subsequent withdrawal of positions, undesirability of certain of the opportunities, and reasons of similar nature, 108 of these positions were not filled by the committee.

Students reported an earning of \$39,660.96 through the direct efforts of the Committee and a result of \$64,579.43 from work of their own finding. These figures are to a certain extent meaningless, because no reports were received from some of the best positions secured through the Committee, and on the other hand, work is reported as having been obtained independently when the opening was really secured by

the Committee, although possibly a year or so ago. The reverse may also be true.

The tabulated figures, representing the student earnings during the summer vacation of 1905, and of the academic year 1905-06 are given below in detail:

SUMMER VACATION OF 1905. EARNINGS OF 284 STUDENTS.

BY OCCUPATION		BY SCHOOLS	
<i>Tutoring and Teaching:</i>		<i>College:</i>	
Through the Com-		80 students earned.....	\$11,412.46
mittee.....	\$ 7,923.75	Average for each student.....	142.65
Independently.....	8,022.91		
	<u>\$15,946.66</u>		
<i>Clerical work:</i>		<i>Schools of Applied Science:</i>	
Through the Com-		29 students earned.....	6,737.05
mittee.....	4,595.75	Average for each student.....	168.42
Independently.....	5,063.41		
	<u>9,659.16</u>		
<i>Technical work:</i>		<i>Medical School:</i>	
Through the Com-		36 students earned.....	9,519.21
mittee.....	490.00	Average for each student.....	264.42
Independently.....	4,254.45		
	<u>4,744.45</u>		
<i>Miscellaneous work:</i>		<i>Law School:</i>	
Through the Com-		32 students earned.....	5,334.10
mittee.....	3,668.35	Average for each student.....	166.69
Independently.....	12,757.80		
	<u>16,426.15</u>		
<i>Totals:</i>		<i>Graduate Schools:</i>	
Through the Com-		63 students earned.....	13,093.40
mittee.....	16,677.85	Average for each student.....	180.76
Independently.....	30,098.57		
	<u>46,776.42</u>		
		<i>Women students:</i>	
		7 students earned.....	730.20
		Average for each student.....	104.31

ACADEMIC YEAR 1905-06. EARNINGS OF 313 STUDENTS.

BY OCCUPATION		BY SCHOOLS	
<i>Teaching and Tutoring:</i>		<i>College:</i>	
Through the Com-		90 students earned.....	\$10,208.64
mittee.....	\$14,116.35	Average for each student.....	113.43
Independently.....	22,544.41		
	<u>\$36,660.76</u>		
<i>Clerical work:</i>		<i>Applied Science:</i>	
Through the Com-		41 students earned.....	6,721.12
mittee.....	3,721.72	Average for each student.....	163.93
Independently.....	2,561.56		
	<u>6,283.28</u>		
<i>Technical work:</i>		<i>Law:</i>	
Through the Com-		40 students earned.....	8,087.70
mittee.....	1,588.30	Average for each student.....	202.19
Independently.....	614.06		
	<u>2,202.36</u>		
<i>Miscellaneous work:</i>		<i>Medicine:</i>	
Through the Com-		21 students earned.....	2,728.75
mittee.....	3,556.74	Average for each student.....	129.94
Independently.....	8,760.83		
	<u>12,317.57</u>		
<i>Totals:</i>		<i>Graduate schools:</i>	
Through the Com-		94 students earned.....	26,751.37
mittee.....	22,983.11	Average for each student.....	284.59
Independently.....	34,480.86		
	<u>57,463.97</u>		
		<i>Women students:</i>	
		27 students earned.....	3,176.39
		Average for each student.....	117.64

Totals for the fiscal year 1905-06

Through the Committee.....	\$39,660.96
Independently.....	64,579.43
	<u>\$104,240.39</u>

It is an assured fact that the Committee is losing a great many positions which a fund for advertising purposes would easily secure. The opportunity for an almost unlimited amount of tutoring is manifested among the well-to-do families of New York, and, through ignorance of the existence of the Committee on Employment for Students, teachers' agencies get the bulk of the work. The loss is on both sides. The pupils miss getting instruction from coming College and University teachers, and the students miss the financial aid which they need to complete their education.

Clerical assistance is another item for which the Committee needs money. The work has become so large that purely mechanical routine of following up both employer and student crowds out time for investigation along new lines and for the exploitation of enterprising ideas.

The Committee can thus report for 1905-06 a gratifying increase in the earning capacity of students who need financial aid, and an encouraging assurance from the employer that he appreciates student assistants. And it is confidently expected that an honest, impartial treatment of the students and an earnest endeavor to select the right man for the right place will further enhance the value of the Committee's work to the student as an individual and to the University as an organization.

Respectfully submitted

FRANK D. FACKENTHAL

Secretary

APPENDIX 5

EARL HALL

From the Annual Report of the Secretary of Earl Hall, I make the following summary, for the academic year just closing:

	Total Organisations	Total No. Meetings	Aggregate Attendance
Religious and philanthropic organizations			
Christian Association.....	19	260	3,458
Other associations.....	7	54	837
University Chapel.....		150	2,250
Special Lenten services.....		6	750
Literary organizations.....	23	221	3,223
Scientific and department clubs....	12	91	1,562
Musical organizations and "Shows"	10	92	3,396
Glee Club concert.....			350
Alumni Clubs.....	5	9	73
Social organizations.....	3	106	2,136
Mass-meetings, team meetings, etc..		64	5,804
Social functions.....		27	4,045
Class committees, class meetings, etc.		78	896
Lectures and special functions.....		54	6,207
Totals.....	79	1,412	34,987

Average daily attendance recorded, 212. Daily attendance not so recorded, about 200. Total average attendance, by conservative estimate and by record, something more than 400. The falling off in unrecorded daily attendance is undoubtedly due to the convenience of the new dormitories, each of which has a large and attractive "loafing" room.

The treasurer's report shows that this Committee has raised and expended about \$1,750 during the year, and owes about \$500—the greater part of which ought to be paid on or before the first of July.

All student organizations applying for accommodations have been cared for as far as the capacity of the Hall will permit.

The experiments made during the year, such as the social hour throughout the building at the open or noon hour, smoking permitted in the reading-room and foyer, etc., have been carried successfully, though not without some little friction and some damage to the building and furniture. Neither of these has been sufficiently serious, however, to suggest any withdrawal of these privileges.

As far as can be determined by the apparent attitude of the students, by personal inquiry, etc., the great body of the students have very generally accepted the building as their own and as satisfactory in its administration and management.

The change of administration for the coming year, noted in a special circular some two months since, is simply a transfer of initiative from the Advisory Committee to the Christian Association, and places additional responsibility upon the Secretary of Earl Hall. It also relieves the present Advisory Committee from burdens which it has carried so successfully during the last three years, and creates a much smaller Committee, on the campus, for advisory relations only.

Respectfully

JAMES H. CANFIELD

APPENDIX 6

LAWS OF NEW YORK, CHAP. 304

AN ACT to authorize the extension of Riverside park in the city of New York by filling in certain land under water so as to permit the construction of an athletic field and playgrounds therein by the trustees of Columbia college in the city of New York.

Became a law, April 24, 1906, with the approval of the Governor.

Passed, three-fifths being present. Accepted by the city.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. The city of New York is hereby authorized to fill in and improve all or any part of the land under water and upland, fronting upon Riverside park, in the city of New York, bounded southerly by the northerly line of One hundred and sixteenth street, if extended westerly; northerly by the southerly line of One hundred and twentieth street, if extended westerly; easterly by the westerly line of the route or roadway of the Hudson river railway company, as laid down upon the map of said route or roadway filed in the office of the register of the city and county of New York on or about the second day of September, eighteen hundred and forty-seven; and westerly by the bulkhead harbor line now established or that may hereafter be established by the secretary of war of the United States; provided, however, that no such filling in or improvement shall be made under authority of this act, except in pursuance of some agreement to be entered into as hereinafter provided.

SECTION 2. The board of estimate and apportionment of

the city of New York is hereby authorized and empowered in its discretion at any time or times after the passage of this act to enter into an agreement or agreements with the corporation known as the trustees of Columbia college in the city of New York in reference to the filling in and improvement of the land under water and upland within the limits specified in the first section of this act, and the land so filled in and improved shall constitute a part of or an extension of Riverside park. Such agreement or agreements shall fix and define the boundaries of the proposed extension and shall provide in what manner and by whom the same shall be constructed and improved, and how it shall be connected with that portion of Riverside park which lies east of the said route or roadway of the Hudson river railroad company, and what alterations and improvements if any shall be made in the said last mentioned portion of Riverside park. In case the said the trustees of Columbia college shall agree to assume the expense of constructing the said addition and of improving the same, then the said agreement or agreements may provide that any portion or portions of Riverside park lying west of the said route or roadway of the Hudson river railroad company may be enclosed or set apart as an athletic field or fields, and for boat landing or boat houses for use and occupation by the said the trustees of Columbia college and such persons as the said corporation may from time to time admit thereto; subject, however, to such conditions and upon such terms as to the maintenance of the said athletic field or fields, boat landings or boat houses, or the establishment of playgrounds for pupils of the public schools, or subject to such other conditions and upon such other terms as the said board of estimate and apportionment shall in its discretion think proper. Provision may be made in the said agreement or agreements for building a pier or landing place for vessels and for the construction by the said the trustees of Columbia college of suitable buildings for dressing rooms, spectators' seats and other structures to be used and occupied by the said corporation in connection with the said athletic field or fields. The said agreement or agreements may provide for the use and occupation of the said athletic field or fields, and of the buildings and structures

connected therewith by the said the trustees of Columbia college so long as the said corporation shall maintain the same and carry out all the provisions of the said agreement or agreements on its part to be observed. The said agreement or agreements shall provide that all work to be done thereunder shall be subject to the jurisdiction and control of the department of parks of the city of New York, and shall define how and to what extent such jurisdiction and control is to be exercised.

SECTION 3. In case the said agreement or agreements shall provide for any expenditure by the city of New York either for a bridge or bridges over the said route or roadway of the Hudson river railroad company, or for alterations in that portion of Riverside park which lies east of the said route or roadway, or for any other purpose, it shall be the duty of the comptroller of the city of New York, on being thereto authorized by the board of estimate and apportionment of the city of New York, to issue and sell the corporate stock of the city of New York in such amounts as may be necessary to meet such expenditure, and at such a rate of interest as may be fixed by said comptroller. No consent or approval of any other board or body shall be necessary to authorize the comptroller to issue such stock for the purposes of this act.

SECTION 4. This act shall take effect immediately.

APPENDIX 7

GIFTS AND BEQUESTS, 1905-06

(For details as to gifts in money, see Report of the Treasurer,
page 247.)

(1) Gifts and Bequests for the Creation or Increase of Special Trust Funds	\$333,557.55
(2) For Buildings and Grounds.....	629,735.90
(3) For other Designated Purposes.....	87,029.71
	<hr/>
(4) Gifts other than Money:	\$1,050,323.16

General

Portrait of the Rt. Rev. Manton East-
burn, of the Class of 1817, Bishop of
Massachusetts from 1842 to 1872...

D. Maitland Armstrong,
Executor of the Estate
of Meta Neilson, de-
ceased.

Litany desk for St. Paul's Chapel, in
memory of Charles R. Swords, of the
Class of 1829, and a Trustee of the
College from 1870 to 1877

Mrs. Charles R. Swords.

Stained glass window to be placed in
Livingston Hall as a memorial of
Robert R. Livingston, of the Class
of 1765

Mrs. Robert E. Livingston
and John H. Livingston,
Class of 1869.

The three seals of the corporation used
since its foundation in 1754, carved
in stone upon the south front of
Hamilton Hall

Alumni Association of Co-
lumbia College.

Musical Library of the late Anton
Seidl

F. G. Bourne,
V. Everit Macy,
William N. Moore,
Isaac N. Seligman,
William H. Nichols,
D. G. Reid,
A. D. Juilliard,
James Speyer,
Mrs. Samuel Auchmuty
Tucker.

563 volumes of Russian public docu-
ments

Count Sergius Witte

A technical library concerning the sciences of Electricity, Mathematics, and Physics, as a memorial of Max Osterberg, E.E., Class of 1894; A.M. 1896

Miss Dina Osterberg.

For gifts of books, other than those included in the above list, see Report of Librarian, page 244.

Department of Chemistry:

- Boston & Colorado Smelting Co., Argo, Col., through Harold V. Pearce. Pitch Blende from Wood Lode, Gilpin County, 1871; 1894.
- Genesco Silk Works, Lansdowne, Pa., through Dr. C. A. Ernst. Collection of 6 specimens artificial silk.
- J. B. Whitney, A.M., 1905. Metallic calcium.
- G. R. Gillie, class 1909. Saccharin marble, South Dover, N. Y.
- Dr. Hugo Schweitzer. 88 organic preparations, coal tar colors, etc.
- Schaefer Alkaloid Works, Maywood, N. J. Various products together with raw material.
- F. B. Pauli, 55 Bible House, N. Y. Collection of specimens illustrating the manufacture of silk from cotton.
- Berlin Anilin Works, through E. O. Patz. Collection of coal tar colors (180 specimens).
- Dr. A. C. Neish. Orthoclase from Perth, Canada.
- F. V. D. Crusier. Potassium chrome cyanide.
- General Chemical Co. Large collection of chemicals (value \$400).
- A. Eimer. Ferro-chrome (octahedral crystals), low carbon. Tabular crystals, ferro-chrome, low carbon. Ferro-chrome (massive form), low carbon.
- Prof. Moses. Monazite, Mohs, Norway.
- Section of 12 KW Carborundum furnace from preparation made by students in Electrochemical Laboratory, 1906.
- D. S. Martin, Ph.D. Set of specimens of rice ashes.
- Specimens of orthoclase and oligoclase from the tunnel under the Hudson River.
- L. Goldschmidt. Asphaltum from Department of Tolima, Colombia, S. A.
- Sidney Mason, President of Welsbach Co., Philadelphia, Pa. Collection of osmium incandescent lamps.
- James P. Kimball, Ph.D. Collection of minerals.
- H. A. Wheeler, E.M. Collection of specimens illustrating vegetable ivory.
- Heinrich Haensel, Pirna, Saxony. Exhibit of terpeneless essential oils (32 specimens).
- Schnellkopf, Hartford and Hanna Co. Collection of dyestuff chemicals.
- Dr. A. C. Neish. Violet Iceland spar.
- J. E. Sinclair. Collection of specimens illustrating vegetable ivory.
- Dr. W. J. Mansfield. Specimens illustrating the manufacture of compressed fuel.
- W. C. Ferguson, of the Nichols Copper Co. 10 lbs. each of tellurium and selenium residue.
- Dr. H. S. Miner of the Welsbach Light Co. Large sample of thor-ianite from Ceylon, containing helium.
- A. Klipstein Co. Collection of coal-tar colors.
- H. A. Metz & Co. Collection of coal-tar colors.
- Kuttroff, Pickhardt & Co. Collection of coal-tar colors.

Department of Mechanical Engineering:

De La Vergne Machine Co.	Ice-making machine.
G. Elias Bro. & Co.	Panel-board containing a series of polished samples of wood.
Brown & Sharpe Mfg. Co.	Beale odontograph Machine.

Departments of Physics and Physiological Chemistry:

Hugo Lieber	Radio-active material, of the value of \$5000.
-------------	--

Department of Physiology:

Dr. David L. Haight	Microscopes and microscopic preparations.
---------------------	---

Medical School:

Gustave A. Wertheim	Sterilizing apparatus for Sloane Maternity Hospital, valued at \$650.
---------------------	---

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I beg to submit herewith my report upon the College for the academic year ending June 30, 1906.

The number of students registered during the year was 589 (thirty entered in February, of whom fifteen were admitted to the Freshman class under the new regulations) as against 534 last year.

Their distribution, their ages at the beginning of Enrollment the year, their residences, and other enrollment statistics are given in the report of the Registrar.

Of the members of the Freshman class, ninety-two were admitted provisionally—that is, with entrance conditions to fulfil. Such students are held under probation till the end of the first half-year. Just prior to the close of the probationary period, the Dean considers the special reports made to him by heads of departments in the case of each conditioned student, and determines whether he is to be admitted to full standing, have his period of probation extended, or be dropped from the roll.

Under this provision thirteen were advanced to full standing at the end of the first term; the others had their period of probation extended until the beginning of the next academic year. Three members of the Freshman class, five of the Sophomore class, three of the Junior class, two of the Senior class, and four special students retired from the College during the year.

Under the wide privilege accorded candidates for admission in making the fifteen points required, of the one hundred and **Subjects** sixty-eight students admitted to the Freshman **Offered for** class, thirty-seven offered both Greek and Latin **Admission** for entrance, one hundred and five offered Latin and not Greek, and twenty-six offered neither Greek nor Latin.

A table is here given containing the number of hours a week taken by the students in the several classes. Of the Seniors, eighteen are unaccounted for, thirteen having taken the full first-year course in medicine, and five the full first-year course in one of the Schools of Applied Science. Twenty-four members of the Senior class, some of whom elected also extra studies in the College, took the first-year course in Law, which is credited in the table with fifteen hours a week.

Hours a week	Freshman (168)	Sophomore (133)	Junior (115)	Senior (94)
12	2	..	..	..
13	1	..	..	3
14	5	4	1	4
15	24	14	5	35
16	37	16	9	16
17	35	21	15	13
18	33	22	11	5
19	20	26	22	7
20	11	17	18	6
21	..	11	16	..
22	..	2	9	..
23	..	..	3	5
24	..	..	6	..

The names of the recipients of the several prizes and honors of the year were given in the official program of the com-
Prizes and mencement exercises. In connection with the **Scholarships** award of the Curtis Medals for excellence in the public delivery of English orations it may be of interest to note that the gold medalist, Pixley ka Isaka Seme, is a Zulu who is preparing himself, by particular study of economic and legal subjects, to be of service to his people in South Africa in their relations with the British Government.

The successful competitors for the five scholarships awarded upon the basis of entrance examinations are:

<i>Alumni</i>	Joseph George Ginsburg, average,	84.47%
<i>Competitive:</i>	(Brooklyn High School)	
<i>Harper:</i>	Arthur Yokel, average	83.94%
	(De Witt Clinton High School)	
<i>Brooklyn:</i>	Carl Fritz Hüttlinger, average	83.72%
	(Brooklyn High School)	
	Mortimer Brenner, average	82.42%
	(Brooklyn High School)	
	Paul William Aschner, average	80.59%
	(Brooklyn High School)	

In the course of the year one hundred and nine degrees were conferred, five of them Bachelor of Science (provided for in the new program of studies put into operation at the beginning of the current year) and the remainder Bachelor of Arts. Of those upon whom degrees were conferred, fourteen finished the course in three years, two others in a little over three years (completed the requirements in the summer or early fall), and four others in three and one half years. Ninety-three of the degrees were conferred at the Commencement on June 13; sixteen of them had been previously conferred. **Degrees**

In my report of last year I called attention to the program of studies which, after long and careful consideration, the faculty had, without a dissenting voice, adopted. **Program** That program has now been in operation one year; **of Studies** and, while certain substantial advantages have been indicated, it is too early to speak at large of its general effect upon attendance, discipline, and scholarship.

There is no doubt, however, in my mind, that the provisions with regard to prescribed studies, grades, and credit and, in connection with them, the new statutory regulation as to tuition fees, mark a decided improvement in the collegiate scheme.

"Prescribed studies must be taken, as far as practicable, during the first two years of residence; and subjects taken in college which are continuations of subjects **Prescribed** offered at entrance must be taken, as far as possible, in the first year." This restoration, in good measure, **Studies** of obligatory studies of fundamental character to the first

two years of the collegiate course is, in my opinion, for reasons that I have heretofore given and need not repeat, very important. The full beneficial effect of the provision is, however, I think, impaired by the teaching, in whole or in part, to Freshmen and Sophomores, of some of the fundamental subjects mainly by lectures. It is possible that this is due to lack of a sufficient number of instructors to make practicable the use of a text-book and the running commentary of explanation, illustration, and enlargement that should always accompany it. But, whatever the reason, the teaching of elementary subjects to young college students wholly or largely by lecture, rather than by recitation and commentary, is, in my **Recitations** opinion, not advantageous and is to be deplored. **and Lectures** Speaking generally, a lecture does not fix the attention of a young student; he is too much in ignorance, without careful preparation beforehand, of the subject to be treated, of the connection of its parts, of those things about it which he can by his own study comprehend, and of those upon which he needs explanation from the instructor, and so is apt to get a minimum of result from a maximum of time expended. With a thoroughly good text-book—or a carefully prepared and full syllabus till such a book can be found or prepared—a student can fix in his mind the subject, or the part of it, which is to be treated in the hour assigned, become sufficiently familiar with it to follow intelligently the elucidation of the matter by question and commentary of the instructor, and to ask intelligent questions himself upon points that are obscure to him. It is not an unknown plea to the Dean, on the part of a student who desires permission to be absent from an exercise, or the privilege of attending examination in a subject from which he is debarred by excess of absence during a half-year, that the course is “only a lecture course” and that he can readily make good his loss by getting the notes of a friend. Singularly enough the same plea is not made, or is very rarely made, with regard to a subject otherwise taught. Is this because the whole subject before him in a good text-book, properly used, impresses the student with its magnitude and importance more forcibly than does the same subject treated by lectures,

through which the student sees but a small portion at a time and never, or until the very end, the whole subject at once? In the interest of the highest efficiency, I hope the finances of the College will soon warrant the supply of a sufficient number of instructors to permit the teaching of elementary subjects by text-books properly used rather than so largely by lectures.

The provisions in the program with regard to grades and credit are, in my opinion, of distinct advantage in discipline and scholarship. With reasonable exceptions—**Grades and** such as relate to illness or other cause beyond a **Credit** student's control—the provisions are as follows:

A student marked F ("deficient") in a prescribed course must repeat that course; in any other than a prescribed course, a deficient student may have re-examination at a stated time, but may not receive for the subject a mark higher than D ("poor"). The benefit to a student from the study of a given course is made up of two parts—information, and the training and development that come from regular attendance and frequent contact, in the classroom, with fellow-students and instructors. The provision referred to puts the emphasis where it belongs, upon the obligatory fundamental subjects. In any half-year, not more than one course, whether prescribed or elective, in which a student is marked D, may be counted toward a degree. Of several courses in which a student is marked D, he may choose the one the number of points assigned to which he desires to have counted toward a degree; the number of points assigned to the other or others can not be counted in making up the total of one hundred and twenty-four points necessary to recommendation for a degree. A course in which a student is marked D is not to be repeated; if that course happens to be a prescribed one, the prescription is to be regarded as satisfied, whether the number of points assigned to it is, or is not, counted in making up the total number of points required.

The mark A ("excellent") in any two courses (no course being counted twice) entitles a student to one point of extra credit, provided he has not fallen below the mark B ("good") in any course pursued by him during the half-year.

The provisions with regard to the marks D and A discourage negligence in attendance and study by penalties, Tuition and encourage fidelity and excellence by rewards. Fees This discouragement and encouragement will be accentuated when the new statute with regard to tuition fees shall go into effect. Beginning with the year 1907-1908—"for tuition, for candidates for a degree, in Columbia College, per point \$5 (a point being academic work requiring attendance for one hour a week during the half-year)."

The fee of five dollars a point will neither increase nor diminish the total fee at present required of students who take four years of college residence for a degree, and will occasion no pecuniary loss to the College in the case of students who finish the course for an academic degree in less than four years. Exclusive of the charge for the gymnasium, the total fee required of the general student for an academic degree will be six hundred dollars—except as negligence may make it more or fidelity and excellence may make it less. By way of illustration consider the three following records taken at random from the reports in the Registrar's Office for the two halves of the current year:

Student X		Student Y		Student Z	
1st half-year	2d half-year	1st half-year	2d half-year	1st half-year	2d half-year
C	C	D	C	B	A
B	A	C	D	B	A
C	C	C	D	A	A
C	C	D	C	A	A
C	C	C	C	A	A
C	C	..	C	A	A
..	B	..	..	A	A
..	A	..	..	A	B

On his record for the year neither gains nor loses "points" or money value.

On his record for the year, loses 3 points toward a degree each half-year, 6 in all, and therefore will be penalized in the equivalent of thirty dollars.

On his record for the year gains 3 points toward a degree each half-year, 6 in all, and therefore will get his reward in honor, time saved, and the equivalent of thirty dollars in money.

This new statutory fee, therefore, taken in connection with

the provisions referred to as to grades and credit in scholarship, must stimulate "good" students to become "excellent," as high grades not only give honor to a student, but save him time and expense by awarding him additional points toward a degree. In like manner they must stimulate "poor" students to become at least "fair" (C), by penalizing them not only in time but in their purses for poor work, as, by getting more than one D, they will lose all the points assigned to all the courses, except one, in which D is given—thus necessitating a payment of five dollars for the opportunity of making good each of the points lost. A mark of F in a prescribed subject will necessitate the paying over again for the privilege of taking again the same course, and so doubling the expense to a deficient student of a prescribed course. Such additional charges as those referred to are sound and just from every point of view, will probably bring strong family pressure to bear upon indifferent students, and may possibly aid in solving the vexed and perplexing question of student absences from duty.

Respectfully submitted,

J. H. VAN AMRINGE,

Dean.

SCHOOL OF LAW
REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to submit the following report of the condition of the School of Law for the academic year ending June 30, 1906.

The number of students registered in the School during the year has been 310, distributed as follows,:

	Third Year—Class of 1906.....	93
	Second Year—Class of 1907.....	106
Attendance	First Year—Class of 1908.....	98
	Non-matriculated students.....	13

310

The figures for the first year class include 24 Seniors in Columbia College, five men admitted on evidence of academic training equivalent to that represented by a college degree, and 69 graduates of approved colleges. Of the non-matriculated students all but two were holders of college degrees, and both of these were men of maturity and promise who had previously pursued the study of law for three years in a recognized law school.

With the admission of the present first year class the Law School has for the first time become in all its parts a graduate school of the University. This has naturally resulted in a further reduction of the number of students, the falling off in the membership of the School from 370, the figures of last year, to 310 being largely due to this fact. The reduced size of the first year class, from 134 to 98, is of course not attributable to the elimination of the non-graduate element, but may be accounted for by a variety of circumstances mainly local and temporary in character. The smaller

representation from the Senior Class of Columbia College (24 instead of 29) is doubtless due, in part at least, to a growing college sentiment which operates to keep students within the influence of the College until the class with which they entered has been graduated; in part, perhaps, to an increasing recognition of the fact that the attainment of the college degree is in many cases imperilled by the substitution of the studies and standards of the professional school for those of the College. Furthermore, while the institutions from which the Law School has in the past drawn most of its support contributed the usual numbers to the first year class, one neighboring college which last year furnished the unprecedented number of 18 new students to the School was entirely unrepresented in the first year class this year. As both the large delegation of this college in 1904 and its complete disappearance in 1905 are due to local and temporary causes, in no way related to the work and standards of our School of Law, they are important only as indicating the extent to which the membership of the School may be affected from time to time by conditions over which it has no control.

In addition to the foregoing causes, local in character, it is probable that general causes, of a more obscure nature, combined with the former to keep down the number of admissions to the School. The fact that other professional schools maintaining similar standards were similarly affected suggests if it does not demonstrate the fact that a high degree of commercial prosperity in the nation may not be wholly favorable to the highest and most exacting standards of professional education.

It may be proper to add that, while the Faculty of Law looks forward with confidence to the steady growth of the School in numbers and consequent influence, **Future Growth** there is no reason to believe that this growth will be a rapid one. The number of men who will be attracted to the best professional schools must always be smaller than the number of those who seek a speedier and easier road to the goal of professional life. It is the function and the privilege of such schools to render the service of training select and relatively small bodies of students to the highest efficiency

to which they are capable of attaining, and such schools must be content with that service. It is no new doctrine that the "saving remnant" must always be a small leaven in the mass in which it works. There are not wanting indications that the incomparable advantages of the Columbia Law School will speedily bring to it an increasing measure of the prosperity to which its situation and its consistent devotion to the highest ideals in legal education entitle it.

The final examinations for the year just closing were taken by 90 members of the first year class, 98 of the second **Exam-** year class, and 90 of the third year class. Of the **inations** graduating class 78 passed successfully and were recommended for the degree of Bachelor of Laws. Six former members of the school, who for various reasons failed to graduate with the classes to which they belonged, also presented themselves for examination, and of these three passed in the subjects in which they were respectively deficient, making a total of 81 candidates recommended by the Faculty for the degree of Bachelor of Laws. In addition to these, two members of the School who received the degree of LL.B. in 1905 satisfied the requirements for the degree of Master of Laws.

The courses given under the auspices of the Faculty of Law, the names of the instructors, the number of lectures **Courses** given per week in each subject, the number of **offered** students taking the several courses, and the number presenting themselves for examination therein are treated in the Report of the Registrar.

A course of lectures on Mining Law was also given during the year in conjunction with the School of Mines by Mr. William Underhill Moore, A.B. (Columbia, 1900), LL.B. 1902, of the New York Bar.

The principal changes from the program of the preceding year have been those necessitated by changes in the teaching **Changes in** force, the reduction in the time allotted to the **Program** courses in Pleading (first year), Agency, Carriers, and Wills from two hours throughout the year to three hours for half a year and the corresponding extension of the time devoted to the half-year courses in Equity (first year) and

Pleading and Practice (third year) from two to three hours.

The first and second year courses in Equity, left vacant by the retirement of Adjunct Professor Stone at the close of last year, were assumed by Adjunct Professor Dennis, who took over also the course in Evidence. The third year course in Equity was given by Mr. Woolsey. In pursuance of the plan of giving only in alternate years such subjects as are not generally elected, the courses in Domestic Relations and Insurance were not given during the year. Owing to Professor Scott's withdrawal from the School at the close of the first half-year the half-year course in Admiralty was omitted, while that in Suretyship was given by Professor Burdick.

The resignation of Professor James Brown Scott in the middle of the year and that of Adjunct Professor William Cullen Dennis at its close, both to enter the ser- **Changes in**
vice of the national government at Washington, **Teaching**
give occasion for more than ordinary regret. Pro- **Staff**
fessor Scott in his two and a half years of service had gained a secure hold on the affections of his colleagues and of the students, as well as the respect due to wide and unaffected learning and an admirable mastery of the methods of teaching. In the shorter term of a single year Professor Dennis has demonstrated the possession of qualities which should carry him far should he ever return to the career of the law teacher.

I regret further to report the loss of Mr. Jackson E. Reynolds, whose three years of service as lecturer in law have added new importance and dignity to the courses in Agency and Carriers given by him, and of Mr. John M. Woolsey, who has brought a rare spirit of devotion to the difficult course in Equity given by him during the year. Both Mr. Reynolds and Mr. Woolsey retire with regret under the growing pressure of the professional work in which they are engaged.

The loss of these four men, representing over one-third of the most important courses of study given in the School of Law, creates a situation of no little difficulty for the School. It is never easy to find a first-rate man to fill an important educational post and this difficulty is greatly increased in the search for law professors owing to the powerful attraction

which the active practice of the profession exercises on the best minds within its ranks. It has seemed wise, therefore, to make haste slowly in the matter of filling our vacant law-professorships and to make only temporary appointments for the present. The School is fortunate in the opportunity of securing for the first of these appointments Professor Nathan Abbott, Dean of the Department of Law of Leland Stanford University, a legal scholar of wide reputation and a law teacher of long and successful experience, who will serve as lecturer in law during the coming year. Mr. Goldthwaite H. Dorr of the New York Bar, a graduate of Harvard College (1897) and of the Columbia Law School (1904), has been appointed to a second lectureship in the School. To a brilliant career as a student in the Law School Mr. Dorr adds the qualifications of several years of experience as a teacher and an exceptional record in his short term of practice to justify the expectation of the Faculty that he will prove a valuable member of the teaching force of the School.

A third lecturer has been appointed in the person of Charles H. Ayres, also a graduate of Harvard College (1898) and of the Harvard Law School (1905). Though Mr. Ayres is young in the experience of practice he has demonstrated his possession of the faculty of teaching by a highly successful service of six years as an instructor in physics in Harvard University. The transfer of Mr. Alfred Hayes, Jr., from the position of tutor to that of lecturer in law completes the organization of the teaching force for the ensuing academic year.

The distribution of work among the new men will be as follows: To Professor Abbott have been assigned the courses in Equity (first year), Domestic Relations, Quasi Contracts and the third year course in Real and Personal Property. Mr. Dorr will give the courses in Agency and Carriers and Mr. Ayres those in second year and third year Equity,—including Trusts. Mr. Hayes's work in Pleading and Practice will be considerably enlarged. The courses in Evidence and Mortgages will be given by Professor Kirchwey.

The year just drawing to a close has not been marked by any changes of importance in the program of studies. The

changes effected last year and described in my last report have not been in operation long enough to determine their wisdom by actual experience. The program of **Program** studies has been the subject of prolonged and of **Studies** serious consideration by the Faculty during the year, with the result of an all but unanimous approval of the program at present in force. Suggestions looking toward the reduction of the period of three years of study required for the degree of Bachelor of Laws were unanimously disapproved. In view of the fact that the best students feel, as keenly as do the professors, the increasing difficulty of compressing the necessary work of preparation for the most exacting of professions into the three years now allotted therefor, it is not likely that any school which has once appreciated the difficulties of that task will yield to the temptation to accomplish it in less time.

I have in previous communications referred to the congestion of the legal curriculum in all law schools of the better sort, and have expressed the opinion that the evil might be mitigated by a judicious reduction in the amount of time allotted to certain courses. Some steps in this direction have, though not without doubt and hesitation, been taken by our Faculty in the last two or three years, seven courses having been cut down from two hours per week for a year to three hours for half a year each, with a total economy of $3\frac{1}{2}$ hours per week. While it seems to me that there are a few other subjects to which similar treatment might wisely be applied, it is also true that, with a few possible exceptions, all the ordinary topics of the legal curriculum require all the time now devoted to them, that certain important topics have less time allotted to them than an adequate treatment of them requires and that other subjects not now admitted to the curriculum are knocking at the door. When it is considered that the foregoing statement is based on a consideration only of the strictly professional studies of the law school and that there is constant pressure for the recognition of broader and more general subjects of a legal character, such as comparative public and private law, general jurisprudence and legal history, it will, I think, be admitted that not three but four

academic years are required for the proper training of the lawyer.

I recognize fully the impracticability under present conditions of requiring for the degree of LL.B. a longer period of residence than is now required to attain it. The legal profession, only half educated and only half conscious of its responsibilities, may be a long time in realizing the importance of an adequate preparation for the work which it is called to do. Nor can the Law School hope to detain the student beyond the period required for the attainment of his professional degree. But there is at least a partial solution of the problem within our reach. We can within the limits of the three calendar years of residence at the University increase the educational facilities of the Law School by at least one-third by making its work practically continuous throughout the year. I have heretofore recommended the establishment of a summer term of ten or eleven weeks for the Law School. I beg earnestly to renew that recommendation. Such an addition to the academic year would answer a double purpose. It would satisfy the legitimate demand for a shorter law course by enabling impatient candidates for the bar who now flock to inferior law schools, or who desert us at the end of their second year, to reduce their period of residence from three years to a fraction over two years without sacrificing the amount or quality of their professional training. It would render it possible for those, probably the larger number, who are able and willing to prolong their period of residence to three years to enrich their curriculum with studies now crowded out by the pressure of time. I am convinced that many of the students would need no other incentive but the bare opportunity to round out and complete their legal education in this way. Many others might be led into the more generous conception of training for the bar above indicated by the offer of a higher degree in law, which might thus be gained within the period of the ordinary legal curriculum; while the tension under which the work of the Law School is now carried on—often too severe for the best work—might be sensibly relieved without reducing the present requirements for the degree.

A proposal to reduce the requirements for admission to the School of Law by one year, making the completion of the third or junior year in college the maximum requirement, also failed to receive the approval of the Faculty.

**Require-
ments for
Admission**

This was due rather to the feeling that the time was not ripe for another important change in the standards of admission than to any settled conviction of the un wisdom of the change proposed. It was deemed wiser to give the present requirements, scarcely yet gone fully into effect, a chance to develop the student body which it was intended to secure for the School, than to create the impression of a wavering and unsettled policy with regard to the School. It should be borne in mind that the present standard is not open to the objection that it attracts to the School men who are in general overprepared for the work they are called upon to do. On the contrary a discouragingly large proportion of the college graduates in the School demonstrate by their work in the first year their complete unfitness to meet the demands made upon them. The worst that can be said of the present requirement is that it excludes a limited number of men who are qualified to undertake that work and who should therefore be admitted. But the remedy for this defect in the present requirements is not to lower the standard and thus, along with a few qualified men, to admit a still larger number of incompetents, but to select from the colleges the small number of students who may safely be admitted in advance of graduation. In other words, I should use the present arbitrary standard—unnecessarily high for a few men, too low for a larger number—as an opportunity for instituting a qualitative test of fitness for the work of the Law School. This can be done by including in the list of eligibles all students in approved colleges who, by the close of their junior year, have demonstrated their capacity for serious intellectual labor by attaining a certain rank or grade—as *e. g.* the upper third of the class to which they belong. If the same test should be applied to the students in Columbia College who seek to take advantage of the plan of shortening the combined college and professional course, it would preserve many of them from the bitter experience of losing the

A.B. degree through the conflict of undergraduate and professional standards. And if some such test of fitness should in time come to be applied to college graduates seeking admission to the School many a disastrous failure on the threshold of a legal career would be prevented. In order to render such a plan attractive to any considerable number of the men whom it is aimed to reach, it would probably be necessary to combine with it the privilege to such men of gaining the academic degree at the end of their first year in the Law School, either from Columbia College or from the institutions from which they are drawn.

I beg again to call attention to the need of additional scholarships in the Law School. The Benefactors' Scholarships, sixteen in number, can with difficulty be stretched so as to cover the more serious cases of need in the second and third year classes, but the four Faculty Scholarships are wholly inadequate for the service required of them. The applications for these scholarships, coming from all parts of the country, number 46 this spring, and over half of these applications are of the most meritorious and appealing character. Judiciously distributed such scholarships are often a valuable investment, especially where they can be used to open up new territory to the influence of the University. As only an inconsiderable number of the applicants who fail to receive Faculty Scholarships find their way to the Law School, the number of such scholarships could probably be considerably increased without much additional expense to the University.

In conclusion I am happy to be able to report that the work of the School has been carried on through the year without interruption and with complete success. The spirit of the students and their devotion to their work have left nothing to be desired. At no time in the history of the School has the loyalty and devotion of the students and of the graduates of recent years and their pride in the School been more manifest than in the year just closing. Upon this rock we may safely build the Law School that is to be.

Respectfully submitted,

GEORGE W. KIRCHWEY,

Dean.

COLLEGE OF PHYSICIANS AND SURGEONS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to submit the following report of the College of Physicians and Surgeons for the year 1905-06:

The entering class of students numbered 93, (including College Seniors) the second year numbered 83, the third year 100, and the fourth year 152, making a total of 428 matriculated students attending the school at the beginning of the year. The graduating class of 1906 numbered 147, and including the 5 graduates of last fall, 152 degrees were awarded at Commencement. The degree of A.M. was conferred on three men of the graduating class, and two other students of the College. Further details as to attendance are to be found in the report of the Registrar.

The curriculum of the past year has been carried on upon the same general plan as that of the last few years. The changes which were proposed to increase the work of the first and second year classes, by advancing the laboratory subjects of chemistry and pathology, were found to work satisfactorily in practice. All of the laboratory and more scientific courses related to and included in medicine are now completed at this College by the end of the second year. In the future the last two years of the course will be eminently clinical in their scope. The curriculum for the next year has been arranged so that the students in the fourth year shall devote but a single day in each week to theoretical lectures, and to large clinics. The other

five days will be devoted entirely to the study of disease in small sections. These sections will be limited to twelve men each and it is believed that the more intimate contact of the student with the instructor will result in his acquiring a better knowledge of diagnosis and of treatment than could be secured in any other way.

The plan of this past year gave each student in the fourth year class 454 hours of theoretical and clinical instruction in **Section** large lecture room classes, and 452 hours of **section Work** work in which the student comes into personal contact with the individual patient. The new plan of curriculum divides the work of the student so that he will receive 210 hours of instruction to the whole class, and 898 hours of section work. By the old plan the two systems of teaching were equal in amount. Under the new plan the student will spend four times as many hours in practical work among the sick as he will in watching his instructors in clinics, or in listening to theoretical lectures. The total number of hours of work also will be increased one-third. The old plan gave 898 hours of total work, and under the new plan 1108 hours will be required. This increase in facilities in section work is brought about by means of dividing up the special sections into smaller subsections and allowing them to use more hours in studying more patients in the same wards and clinics that were formerly used. At the Vanderbilt Clinic, for instance, the students will no longer be taught in sections and have presented to them one or two patients for the whole section to see and to examine, but the students will be made real assistants in the work of the Clinic and will come in contact with all the patients of the Clinic. This will make the work of the students of direct advantage to the patients, but no one patient will be required to undergo examination from more than a single student. In other words the student secures a more varied and greater experience and the patient is subjected to only that amount of examination and of research which is necessary for the diagnosing of his diseases and for the application of the proper therapeutics. Although this change in the curriculum does not fulfil the ideal which was outlined in my last report, it is an approach to the final

realization of that system. The advantages of the perfected system will be secured for the patient, although all the advantages to the student have not yet been made possible.

The Faculty has been increased recently by the addition of two members. The Professor of Bacteriology and the Professor of Clinical Pathology have both been invited to seats in the Medical Faculty. It is believed that this further representation of laboratory chairs and the establishment of independent departments in these subjects will add much to the teaching to be given in the study of clinical subjects of the last two years of the curriculum.

During the year a more intimate connection between this School and another department of the University—the College of Pharmacy—was made, in that graduates of the College of Pharmacy who have received the degree of Pharmaceutical Chemist, and who can secure a medical student's certificate, will be admitted to this School without further entrance examination. It is believed that a number of the graduates from the College of Pharmacy will be attracted into medicine by this change in the requirements for admission.

A special feature of the last session was the inauguration of a series of special lectures upon medical subjects:

Dr. Hermann M. Biggs, Professor of Clinical Medicine, and Adjunct Professor of Principles and Practice of Medicine, at the University and Bellevue Hospital Medical College, the Director of the New York Board of Health, delivered one lecture "On the Activities of the New York Health Department."

Dr. L. L. Seaman delivered one lecture on "The Medical Lessons to be Learned from the Japanese War."

Dr. Simon Baruch delivered three lectures on "The Theoretical Considerations of Hydrotherapy."

Dr. Brandreth Symonds delivered four lectures on "Medical Examinations for Life Insurance."

Dr. John G. Curtis, Professor of Physiology, gave two special optional lectures upon "The Functions of the Nervous System as Viewed before the Discovery of the Nerves";

Lecture 1 was entitled "The Transmission of Sensation and Volition without Nerves"; Lecture 2 was entitled "The Centres of Sensation and Motion: The Heart *versus* The Brain."

Reports have been received concerning the various departments in the School. The work of all the special departments has been carried on successfully, and the courses have been well attended. I have appended such extracts from the reports of the various heads of departments as seem to merit special attention.

I would particularly call your attention to the fact that plans are materializing whereby the fourth year students next year may be given practical obstetrical work in the tenements after the completion of their service at the Sloane Maternity Hospital. Also to an innovation in the Department of Diseases of Children whereby this College will offer to post-graduate students a course in this specialty. It is proposed to make this course a very important feature of the work of the school. Students will be accepted only for periods of four or of eight months and not for any less time, and the facilities at the command of the Department will make the course a very thorough and practical one.

The further development of a museum of "study-series" of specimens in the Departments of Anatomy and Surgery is now well under way, and it is proposed to increase the scope of this museum to include also the subject of the Practice of Medicine in its relations to Pathology. A number of previous reports of this School have called attention to this need of the University, and your attention is especially called to the fact that such a development is now possible, as is very well brought out in the extract from the report of the Professor of Anatomy. In addition I would call your attention to many details of interest as to researches, publications, and other activities of the officers of the several departments which have been published during the year in the *University Quarterly*. The further points of interest are sufficiently presented in the statements from the various departments herewith appended.

Two marked advances in the administration and development of the Department have occurred during the year.

Department of
Anatomy

1. Through the generosity of Mr. E. S. Harkness it has become possible for the first time to begin the proper organization of the teaching equipment of the Department on an adequate basis. For the past fifteen years the resources and energies of the Department have been devoted to the acquisition, suitable preparation, and secure preservation of human and comparative anatomical material for purposes of instruction and research. The erection of the Anatomical Building in 1897 provided ample laboratory facilities and floor-space for the Museum, but the equipment necessary for the complete utilization of the accumulated material on the part of both undergraduate and investigator has hitherto been lacking. In previous reports and in a number of independent publications the purpose of the Department in the development of the Morphological Museum has been fully explained in detail. Through Mr. Harkness's gift we are now in a position to take the initial steps towards placing the collections of the Department in their proper place as vital educational factors in the University system. The original plan of the Department contemplated the development of a complete equipment for undergraduate study and independent research in human and comparative morphology and embryology. Much of the material secured and preserved during these years of preparation has now, by reason of keen competition on the part of other institutions, become extremely valuable and would be difficult to replace. The Department feels gratified that the University now possesses a store of material which is unrivalled and which at the present date could not be put together even if expense did not enter into the question. The time has now arrived when the benefit of this accumulation can accrue to the University not alone in the Department of Anatomy, but in other branches of medical training. It is proposed to utilize Mr. Harkness's gift in organizing the second floor of the Anatomical Building as a teaching museum for undergraduates in the medical course. The Dean, and the heads of the Departments of Surgery and

Internal Medicine have held several conferences, and it is the purpose, during the coming session, to combine the material controlled by these departments with collections of the anatomical department in an effort to present to the student a serial, logical, and complete demonstration—in the natural objects—of anatomy, both from the normal adult and developmental standpoint, and in its relations to the structural changes produced by injury and disease. In carrying out this project two main conditions are essential to success.

In the first place, the natural objects are to be presented, mechanically, in such a manner that, as far as is consistent with their safety, they are accessible to the student for complete and minute examination from all view-points.

Then the value of such a collection to the undergraduate depends in no way upon the number of the preparations or the completeness of the systematic display. The objects which should be offered him for self-study must be selected with the utmost care to prevent unnecessary repetition and to present their structural characters in the clearest and most emphatic manner possible. Moreover, both the proper labelling of the preparations themselves in detail, and the presentation of concise and complete descriptions, giving their purpose and significance, are important factors in modern methods of teaching by the natural objects. The Department hopes that with the present encouraging outlook progress along these lines will be steady and continuous.

2. During the year the appointment by the Trustees of a Secretary and Curator has for the first time in the history of the Department made it possible to begin the important work of putting the records and catalogues into shape for reference. The rapid accumulation of material in large quantities during the formative period of the Department left little time and opportunity for the satisfactory organization of this important feature. The correct classification of both the finished museum preparations and of the storage material and their ready location within the framework of the Department by a systematic cross-reference catalogue greatly enhances the value of the equipment. Much progress in this direction has been made during the session just com-

pleted. The Department hopes that this work can be continued in the future—and extended to include the anthropometric and variation records, the departmental library, and the embryological and photographic collections.

A course in Experimental Surgery was given, for the first time, during the past year along practically the same lines as the similar course at the Johns Hopkins Medical School, which has proved itself to be so valuable. With the limited space available the course has to be restricted to the more proficient men in the third year class and those particularly intending to take up surgery.

It is hoped that funds may be obtained for the enlargement of the present quarters, which can be done at a comparatively slight expense, not only to allow for an extension of the course now given with an Assistant Instructor to help Dr. Maury, who is in immediate charge, but also to admit of a course in Clinical Pathology with it. It is hoped that this course will soon be put upon the firm efficient basis that is absolutely necessary for its conduction and success.

Respectfully submitted,

SAMUEL W. LAMBERT,

Dean.

SCHOOLS OF APPLIED SCIENCE

REPORT OF THE ACTING DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I beg to submit herewith my report on the operations of the Schools of Applied Science for the present academic year, and suggestions regarding the improvement of the work for the future.

In taking up the duties of the administration of the School of Applied Science, I found that many of the students were carrying both entrance and course conditions which considerably hampered them in the proper conduct of their work, and led to requests for special consideration which properly could not be granted. At the registration period **Deficient** in September, many of these men were duly notified **Students** that they could not pursue subjects for which they did not have the necessary prerequisites; others were instructed to remove their conditions either in February or by the following October, every endeavor being made to straighten out a student's course for him. Those who were woefully deficient have gradually dropped from the School, leaving a body of good earnest workers with a minimum number of conditions against them.

As has been called to your attention during the year, the matter of entrance conditions must be handled rigorously and the student made to appreciate the fact that he must remove his entrance conditions by the October following his entrance to the School or else be dropped from the rolls. This action I propose to enforce in the fall, and I am sure it will lead to excellent results in improving the personnel of the classes. During the year, the Committee on Adminis-

tration has accepted in the case of older students, some other language in place of a deficiency in a language condition, but it is my belief that this will be unnecessary if **Entrance** the students are brought to the realization that **Conditions** an entrance condition can be removed only by a proper amount of study and the passing of an examination in the subject.

The present method of debarring students from examinations, due to excess of absences, I feel should be abolished, and a system established in the Registrar's office involving a detailed record of the attendance of a student. If a student shows too numerous absences, he should be warned, and if no improvement is shown, should be put on probation, thus following very closely the Harvard system of **Absences** having the Registrar's office keep in touch with the individual student. All cases of illness should be investigated and reported on by the University Medical Officer and a certificate sent by him to the Registrar instead of accepting certificates from medical men throughout the city. The securing of medical certificates is a matter which is open to much abuse.

The Faculty should recognize the policy of abolishing all final examinations in technical subjects and should pass the student by his standing in his term work, determined by frequent quizzes, problems, periodic examinations, and his laboratory and drawing-room work. Better results would be secured **Abolition of Final Examination** under this scheme and a student would be kept up in his work and would not be obliged to cram for examinations. Furthermore, it would tend to abolish the opportunity for cheating at a final and therefore a crucial examination.

Some of the departments during this year have endeavored to divide the classes into small sections to carry out the instruction to better advantage. This means more instructors or else the duplication of instruction by the individual instructor, the latter of course being undesirable.

The members of the teaching staff should, wherever it is

possible, substitute class-room quizzes, problems, and periodical examinations, as well as drawing room and laboratory work, for the purely lecture method. In some courses much time is wasted by the lecture method, and if the classes can be divided into smaller sections, the lecture method can be abandoned for one which will prove more successful.

There exists in the School a number of instances where duplicate instruction is given by two or more departments in the same subject. It lies within the province of the Faculty to analyze these duplications and where necessary to arrange Duplication that these courses be given by one instructor to all of those engineering students for whom they are necessary. Furthermore, an analysis should be made by the Faculty of each department with the idea in mind of eliminating all useless and unnecessary material and leading to more complete co-ordination and unification of the work.

Arrangements have been made this year to the end that all laboratory work covering the testing of the strength of materials is to be given to all engineering students under the direction of the Mechanical Engineering Department, and considerable additional equipment has been secured to enable this to be done. Furthermore, the hydraulic laboratory work for all engineering students has been definitely placed under the direction of the Mechanical Engineering Department and its laboratories, while the instruction covering Testing and Hydraulic Laboratories the development of water powers is placed under the Department of Civil Engineering. Instruction in hydraulics for the electrical engineers has been arranged for by the establishment of two courses in this important subject.

Commencing in February of this year, the Department of Physics has, in co-operation with the engineering departments, improved the course in analytical mechanics by using a Courses, text-book, class-room instruction, and quizzes, in all of which have been productive of excellent Mechanics results. This should be supplemented by a course in Applied Mechanics to be given to all engineering students, either by the Department of Civil Engineering or the Department of Mechanical Engineering.

The first year engineering draughting should be made uniform for all engineering students and the principles of engineering draughting thoroughly grounded in all the men. At the present time, the students in the different engineering courses get different quantities and kinds of Engineering draughting work. This change has been discussed with the Department of Engineering Draughting, and I trust will lead to better results.

On account of the necessity of putting in direct charge of the operation of the laboratories men of the grade of assistant, difficulties have arisen in the operation and maintenance of the laboratories and the equipment, and it is very desirable that older men, preferably of the grade of tutor or instructor, be placed in charge of the important operations in these laboratories, with the assistants as aides to them and performing minor functions. It is necessary to have an instructor in the laboratories at all times, and he should be a man who can devote all his time to this work and be paid in accordance therewith. In connection with the operation of the laboratories, it is desirable that the officers in charge should insist that the reports of work and experiments performed in the laboratory be completed either in the laboratory or in some adjacent report or conference room, and directly under the supervision of the instructor in charge of the laboratory work; otherwise, the working up of reports does not represent the individuality of the student and he does not secure the best results therefrom. We must either give the men less actual work in the laboratory, with an opportunity to work up their reports immediately afterwards, or else increase the number of hours which shall be occupied by the laboratory work and the preparation of reports.

It is my belief that a more extended use of all the laboratories can be made, by an arrangement of the recitation and laboratory hours leading to the use of the laboratories in the morning and afternoon, with class-room instruction given both in the morning and afternoon in some courses. Our laboratories now stand idle through a large portion of the day, whereas by

proper readjustment more students can be accommodated and more satisfactory results secured.

From my observations, I am strongly of the opinion that it is desirable to change the name of the Schools of Applied Science to a title which will convey to a layman, **Change of Name** the fact that there is at Columbia a School of Engineering or of Technology; the phrase "Applied Science" means nothing to the ordinary person interested in the training of men for an engineering profession, whereas such a title as "School of Engineering" or "School of Technology" would immediately appeal to those who are searching for a school where students are trained to become engineers.

During this year the Department of Engineering Draughting has been established as a separate department **Departmental Details** from the Department of Mechanical Engineering, and all first- and second-year drawing are now given under this separate department.

The Department of Chemistry has been greatly taxed to handle all the men who have come to it for instruction, and it will be necessary, if this increase continues, to provide additional assistants for the proper conduct of the work.

The physical equipment of all the departments has been increased by gifts and slight additions during the year, but what is more necessary than anything else at the present time is a close analysis of all the departments of instruction, to the end of weeding out useless and unnecessary material and the improvement of the methods of teaching.

It would be desirable for the higher officers of instruction to come into more intimate contact with the students in the laboratory, drawing and design rooms, instead of leaving this most important work to the lower grades of instructors. The student would receive much greater inspiration, and his work would be carried out with much more interest, **Contact of Professors and Students** if the members of the Faculty should pursue this idea to a successful conclusion. The following through of the work of a student, from the classroom to the finished product, is a very necessary function

of the instructor. The mere assignment of a piece of work to a student and requiring him to submit the results at a certain time does not give to the student that instruction which will secure the best success.

Respectfully submitted,

GEORGE F. SEVER,

Acting Dean.

FACULTY OF FINE ARTS

REPORT OF THE ACTING DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to submit the first report of the Faculty of Fine Arts established by vote of the Trustees on March 5, 1906. This action on the part of the Trustees was the immediate result of an agreement entered into on January 12, 1906, between the University and the National Academy of Design. By this agreement, it is provided that the two institutions shall be as closely associated in their work as is practicable and that the President of the Academy shall have a seat in the Faculty of Fine Arts. The Director also and Assistant Director of the Metropolitan Museum of Art have become members of the Faculty. Thus through closer association with the artistic interests of New York it is hoped that the University may enlarge its powers of service and enrich its own life.

In accordance with the vote of the Trustees mentioned above, the Faculty has been constituted so that it comprises three **Organi-** separately organized schools—the School of **Arch-** separately organized schools—the School of **Architecture** separately organized schools—the School of **Design** separately organized schools—the School of **Design**. My report accordingly takes up the affairs of these schools separately, omitting such statistics as may be found in the tables of the Registrar and such details as are given in the Announcement of the Faculty.

SCHOOL OF ARCHITECTURE

This School is of course an old foundation now, and its organization has suffered no very essential change by its

inclusion in the Faculty of Fine Arts. There are, however, various facts of importance in the development and improvement of instruction within the School which call for notice.

Of the measures initiated during the past year that which has attracted the most attention is the inauguration of two *ateliers* or drafting-rooms in addition to the drafting-room of the School in Havemeyer Hall. One of these, at 14 East 23d Street, is under the direction of Mr. Charles F. McKim, assisted by Mr. J. R. Pope, Jr., of the class of 1894; the other, at 147 West 42d Street, is under the direction of Mr. Thomas Hastings, assisted by Mr. John V. Van Pelt. Students in design have been allowed to register in any one of these three drafting-rooms at will, and the six directors have served as a Committee on Design, to prepare the programs of all problems in design, and to appoint the members of the various juries to judge them. The head of the School has thrown upon this committee the entire responsibility of administering the work in design, and they have performed it with zeal and efficiency, and with conspicuous success.

The system of recording work by "points," which had previously been applied in design and free-hand drawing, has been in operation in the School during the past year. It has proved successful, and in design, in connection with the system of graded awards by the jury, it has resulted in a distinct raising of the quality of the work done, and in increased industry on the part of the students. It has, moreover, entirely eliminated the old bugbear of making up back work, and has extinguished the last vestige of the idea of "getting through" in design with a "passing mark of 6."

As a result of the abolition of a fixed duration to the curriculum and the introduction of the greatest possible flexibility in adjusting work to individual need, each student is permitted to lay out his own course of study, subject only to the observance of necessary sequences and pre-requisite qualifications. The division into classes has thus disappeared, and students have been completing the requirements for the degree at various dates during the year. Of those who received their degrees in June two completed the requirements during the preceding autumn or winter, and there are now a considerable

number who lack only two or three points for graduation, and whose names will therefore probably appear on the next Commencement program, although their diplomas will be granted them in due course when these slight deficiencies shall have been removed. These changes of system appear to have been wholly salutary, and the educational results excellent.

There have been no changes in the courses of study in the School during the past year, though there has been some readjustment in the division of work among the instructors. All the free-hand drawing, except that done in the Academy of Design, has been entrusted to Mr. C. A. Harriman. Three of the courses in the Theory of Architecture have been given by Mr. A. H. Gumaer, who has administered them with efficiency. The other courses in this subject, as in the past, have been given by Professor Hamlin.

In accordance with new regulations approved by the University Council, whereby a part or the whole of the work for the degree of Master of Arts in Architecture may be performed *in absentia* under the direction of the authorities of the School, two students have been pursuing their studies in Paris, working upon problems in design.

The number of lectures during the past year given by architects outside the School has been rather smaller than usual. A very instructive and suggestive course on the Principles of Architectural Composition was delivered by Mr. John Beverly Robinson, Assistant Superintendent of Buildings to the Board of Education, and for this the School is much indebted to him.

Gifts to the School during the past year included two subscriptions to the *Architect's and Builder's Magazine* made by Mr. W. T. Comstock. One subscription to *Architecture* comes through the courtesy of Mr. A. Holland Forbes, and subscriptions to the *Brickbuilder* and the *Architectural Record* have been given by the Columbia Undergraduate Architectural Society. Mr. Comstock has also given several volumes on professional subjects; and finally a magnificent model of two bays of Rheims Cathedral has been purchased with money given some years ago by Mr. A. M. Welch of the class of 1890.

This gift of Mr. Welch was made to the Trustees in recognition of the fact that a scholarship had been granted him when he was a student in the University. The money was placed in the hands of Professor William R. Ware to expend for the School, and the purchase of the model is the result of Professor Ware's care and pains in the matter.

The two "down-town" *ateliers* have been in some measure dependent for their equipment upon the generosity of their Directors and Associate Directors who have given or lent books and photographs very freely from their private collections. By very careful administration of the funds for their maintenance, and of the departmental fund, it has been possible to make a good beginning toward the permanent equipment of the *ateliers*, as well as to enlarge the library and collections at the School with a number of much-needed books and lantern slides.

SCHOOL OF MUSIC

The work in music has been affected somewhat more materially than that in architecture by the establishment of the new Faculty. The School will now confer a baccalaureate degree in music, not heretofore given at Columbia, and provision will probably be made later for the conferring of higher degrees also. A system of study based upon candidature for degrees can, however, not be put into operation at once, and the School has therefore arranged a course leading to the granting of a Certificate of Proficiency. It will also receive non-matriculated students. Thus in general the system has been assimilated to that which has for some years prevailed in the Department of Architecture, and which is still maintained in that School under the new organization.

The work of the past year in music calls for no extended comment; it has progressed smoothly and in the usual course. Professor Rübner has served as Dean of the Washington College of Music, and both he and Professor McWhood have extended the influence of the School by taking part in various musical activities outside the University.

A very valuable addition to the resources of the School was made by the gift of the library of the late Anton Seidl,

and the musical library has been considerably increased also in other ways. An Æolian orchestrelle has been loaned to the School for the study and illustration of musical compositions.

A series of public lectures, twenty-three in all, has been a feature of the year's work, and in these the School has had the help of Dean Hallock and Professor Farnsworth of Teachers College.

SCHOOL OF DESIGN

It is in connection with this School that the most difficult problems which confront the Faculty are likely to arise, and the University as yet lacks the equipment for a satisfactory solution of them.

What is the function of a university in teaching the Fine Arts? How can it be of most service on the one hand to the professional artist, the chief part of whose training must always remain in the studio, and on the other hand how can it best serve the student who would approach the study of art from the point of view of history and æsthetics? These questions are fundamental, and it is of vital importance that their full purport should be realized in providing for the development of the School. Many artists feel, and from a strictly professional point of view probably rightly feel, that the University has little to do with instruction in art. Nevertheless, the professional artist, if he is able even for a brief time to come into contact through outside study with the works of those minds who have guided human history in its various forms, ought to find thereby stimulus and enlightenment in his own endeavors, for the painting and the statue are after all but the expression of the human idea which inspires their creation. The University may then in an indirect way be of service to the professional artist, but its most important function, in my judgment at least, is to provide for the needs of those whose study is directed chiefly toward the historical development of art, and the problems of æsthetics. Such study does not of course produce professional artists, and it may well be a question whether those who thus direct their work should be candidates for a degree

in "Design" at all. That, however, is a minor consideration—to be treated as a matter of administrative detail. The fact of importance is that systematic provision for the needs of students of the history and theory of the Fine Arts is greatly to be desired, is indeed an absolute necessity, if the University is to be successful in fostering this branch of study and in contributing its share toward the improvement of that public taste which is so important to the work of the professional artist. The need here of close and cordial relations between the Metropolitan Museum and the University requires no comment, and it is satisfactory to be able to report that Sir Caspar Purdon Clarke and Dr. Edward Robinson have indicated their sympathy by accepting seats on the Faculty.

The establishment, then, in the University of at least one professorship in the history of art should be effected as soon as possible, and the holder of this professorship should guide the policy of the School of Design in its development of artistic instruction, so far, at least, as this is not strictly professional. A series of rooms in some one place should be provided for study and instruction in art, and these rooms should be near enough the Avery Library to make that really superb collection available not only to readers, but also to instructors, for purposes of illustration. The work in Classical Archæology and Art has for years been much hampered by the fact that there is no adequate lecture-room near the books upon which it so largely depends.

I have thus far tried to indicate the course which I believe the School should follow to attain its best usefulness; it remains to report upon what has already been accomplished.

Thus far the action of the Faculty has been in the direction of providing for students whose training is to be professional and to lead them toward the degree of Bachelor of Design. The resources of the School, however, do not yet admit of such an organization as would make it desirable at once to grant this degree, and thus only a Certificate of Proficiency in Design has for the present

been established, a plan which in part follows the system of the other two Schools. Provision has also been made, as in the other Schools, for the admission of non-matriculated students. To obtain the Certificate of Proficiency the period of study is arranged to cover something like three years. It includes a large amount of prescribed studio work which is amply provided for in the courses of the Academy of Design and in some of Professor Dow's courses in Teachers College; and beside this certain work of somewhat less directly practical import is prescribed. Then there is added a list of electives taken in part from the programs of the other Schools of the Faculty, and certain courses given under the Faculty of Philosophy have also been selected, and included in this list. In order to obviate in some measure the lack of instruction in the History of Art two courses have been arranged under the direction of Professors Dielman and Dow and Mr. E. R. Smith, and in these the work will consist chiefly of reading in the library and in museum study. Arrangements will also be made as in several years past for continuing the courses of popular lectures on artistic subjects.

The organization given above in outline must of course at the first be somewhat tentative, and time and experience may make it necessary to introduce important modifications. I venture to hope, however, that a good beginning has been made, a beginning which, it should be said, is very largely due to the indefatigable work of Professor Hamlin.

Respectfully submitted,

J. R. WHBBLER,

Acting Dean.

June, 13, 1906.

SCHOOL OF POLITICAL SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to submit the following report of the work of the Faculty of Political Science for the scholastic year 1905-06.

During the year the graduate courses offered by this Faculty were attended by 358 students. This does not include Columbia College students, 41 of whom **Attend-** pursued graduate courses; nor Barnard College **ance** students, 44 of whom pursued equivalent courses offered by this Faculty. Of the 358 graduate students, 126 were primarily registered under the Faculty of Law, 36 under the Faculty of Philosophy, and 1 under the Faculty of Pure Science. Of the students primarily registered in the School of Political Science, 48 were simultaneously pursuing courses of study in theological seminaries: 22 in Union Theological Seminary, 8 in the General Theological Seminary, 13 in the Drew Theological Seminary, and 5 in St. Joseph's Theological Seminary. In addition there were 5 from the School of Philanthropy.

Classified from another point of view 294 of the 358 graduate students were pursuing courses offered in the School of Political Science as candidates for the Master's and Doctor's degrees, while 64 law students were taking courses, mainly in Public Law and Comparative Jurisprudence, solely as a part of their legal education.

Of the 358 graduate students, 301 were men and 57 were women. Of the latter, 50 were primarily registered in the School of Political Science and 7 in the School of Philosophy.

The growth of the School of Political Science during the past five years is indicated in the following table:

Total students (excluding Seniors in the Colleges)	1901-02	1902-03	1903-04	1904-05	1905-06
Primarily Registered in Law.....	450	523	481	422	358
“ “ “ Philosophy..	44	46	75	57	36
“ “ “ Pure Sci- ence	3	1	3	2	1
“ “ “ Political Sci- ence.....	153	156	154	162	195

It will be seen by an analysis of this statistical table that there was during the year 1905-06 a very gratifying increase of students primarily registered under the Faculty of Political Science, an increase of more than twenty per cent. over the attendance of the previous year. The decrease in the total attendance under this Faculty, from 522 students in the year 1904-05 to 443 students in the year 1905-06, is almost entirely owing to the decrease of the number of students primarily registered in the School of Law but taking courses for the higher degrees under the Faculty of Political Science. This decrease was from 201 students in the former year to 126 in the latter. This does not mean, however, that a less percentage of law students is taking these courses. The number of students in Columbia College taking work under this Faculty has decreased slightly, from 56 in 1904-05 to 41 in 1905-06. The number of students from Barnard College has remained exactly the same, 44 in each year. The number of students primarily registered under the Faculty of Philosophy, but taking a minor subject, or minor subjects, under the Faculty of Political Science, has decreased from 57 in the year 1904-05 to 36 in the year 1905-06; while the number of students from the Theological Seminaries has increased from 35 in the year 1904-05 to 48 in the year 1905-06. The School of Philanthropy has also sent us 5 students. On the whole, the statistics show that the number of students registered primarily under the Faculty of Political Science as candidates for the higher degrees is steadily increasing by from ten to twenty per cent. each year, and that the number of theological students who take courses under this Faculty is also steadily increasing, and that these latter do their work chiefly in sociology and economics.

During the past academic year, 45 candidates having all their subjects, or at least their major subject, under this Faculty, have been promoted to the degree of Master of Arts; and 16 candidates having all their subjects, or at least their major subject and one minor subject, under this Faculty, have been promoted to the degree of Doctor of Philosophy. Of these 16, 7 had their major subject in history, 1 in public law, 4 in economics, and 4 in sociology.

All of the courses, except two of those offered by Professor Seligman, which were suspended during his absence, included in the several groups of History and Political Philosophy, Public Law and Comparative Jurisprudence, and Economics and Social Science were duly delivered. The attendance within each group will be found in the Registrar's Report, pages 212-213.

Of the Studies in History, Economics, and Public Law, under the editorial management of Professor Seager, there have appeared during the year three numbers as follows :

- Vol. XXIV. No. 1. The Place of Magic in the Intellectual History of Europe. By Lynn Thorndike, Ph.D.
- Vol. XXIV. No. 2. The Ecclesiastical Edicts of the Theodosian Code. By William K. Boyd, Ph.D.
- Vol. XXIV. No. 3. The International Position of Japan as a Great Power. By Seiji G. Hishida, Ph.D.

With the publication of these monographs the number of separate works that have appeared in the Series reaches a total of sixty-four. The number of libraries which are regular subscribers to the Series has increased and there have been several inquiries for the complete set of publications, which indicate growing appreciation of their value.

In December, 1905, the *Political Science Quarterly*, under the editorial management of Professor Munroe Smith, prosperously completed its twentieth year. In a review of the first decade of its existence, 1886 to 1895, the managing editor stated that of 246 articles published, about 42 per cent. related to economics, finance, and sociology, about 33 per cent. to public law and jurisprudence,

and about 25 per cent. to historical, theoretical, and practical politics. During the second decade of its existence, 1896 to 1905, according to the computation of the present managing editor, of 261 leading articles 45 per cent. belonged primarily to the economic, 29 per cent. to the legal, and 26 per cent. to the political group. These changes probably reflect the changed composition of the editorial board, which has been enlarged upon the economic and historical side.

In spite of the increasing number of historical, economic, and political journals published by universities and associations, the *Political Science Quarterly* retains its hold upon the educated portion of the community and appears to exercise a steadily widening influence.

There has been no Faculty legislation during the year 1905-06 worthy of note, and the changes in the Faculty itself have been few. Professors Seligman and Shotwell were absent on leave during the year and Professor Munroe Smith from May 10th. I am sorry to have to report the resignations of Professor Edward H. Castle and of Professor Alvin S. Johnson from this Faculty, the former on account of ill-health and the latter in order to accept the Professorship of Political Economy in the University of Nebraska. We **Changes** feel the loss of both of these gentlemen greatly, **in** especially that of Professor Johnson, who was **Faculty** more closely connected with this Faculty than Professor Castle. Professor Johnson's work here has been eminently satisfactory and his colleagues deeply deplore his departure. They feel sure of his success in his new field of work and their best wishes go with him. To fill these vacancies, Professor Henry Johnson of Teachers College has been assigned to a seat in this Faculty, and Professor Albert C. Whitaker, Doctor of Philosophy of this University of the year 1904, and at present Assistant Professor of Political Economy in the Leland Stanford Junior University, has been made Lecturer in Economics for the year 1906-07.

By virtue of the arrangement with the Prussian Government for the interchange of professors, Professor Hermann Schumacher of the University of Bonn will give two courses under the subject of Economics, entitled "Bank and Stock

and Produce Exchanges," and "Problems of Large Scale-Production and Industrial Organization." Professor Schumacher is a most inspiring teacher and his courses will be a great addition to our program of instruction. My own courses during my absence in discharge of the duties of the Roosevelt Professorship in the University of Berlin will be given by Professor William R. Shepherd and Dr. Charles A. Beard. Professor Shepherd will give the course 169-170 in Constitutional History, and Dr. Beard the two courses 201-202 and 203-204 in Constitutional Law. The thorough scholarship of both of these gentlemen is well known in this University.

Respectfully submitted,
JOHN W. BURGESS,
Dean.

SCHOOL OF PHILOSOPHY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

The following report upon the work of the School of Philosophy for the academic year 1905-06, the sixteenth of its existence, is herewith respectfully submitted.

The year opened for us with a tragic event. The death of Professor Mortimer Lamson Earle, while affecting Barnard College most intimately, has also deprived this Faculty of one of its most accomplished and devoted members. In particular, the Division of Classical Philology, whose Chairman Professor Earle was at the time of his death, has had unceasing cause to mourn his untimely end. He had for the previous seven years given at least one course annually to our graduate students in Greek, and had in several years conducted the exercises of the Greek Seminar. His place will be most difficult to fill, and indeed in more than one sense we may say that it cannot be filled, because he possessed a very rare combination of scholarship and personal charm which insured to him a constant influence for good upon all the students who came into contact with him.

The growth of the School, which has been steady since its organization, has this year been noteworthy. The percentage of increase is this year slightly larger than from 1903-04 to 1905-06. I can only repeat my statement of last year that the maximum of desirable size, at least while our external conditions continue as at present, seems to have been reached. On the other

hand, a decided increase in the proportion of persons who can give their whole time to their graduate studies is eminently desirable. A great number of our graduate students are too old for really effective work of the kind that they are trying to do; they have lost much of the flexibility of mind, the capacity of acquiring new ideas and modifying the old ones, the enthusiasm for pushing on by themselves, which ought to be the distinguishing characteristics of graduate students. I attribute this state of affairs partly to the prevalent passion for beginning the work of teaching immediately after graduation from college. It has been very common in my experience in the Dean's Office that persons of 28 or 30 years of age have said to me: "I have been teaching for some years now, and wish to have a chance to do some graduate work." Of course in many cases, perhaps in most, this has been done from necessity, but there are many cases within my knowledge where such study might have been begun several years earlier with very little sacrifice to the individual. The age of our *Doctoranden* is entirely too high; the average is probably not far from thirty years, though I have collected no statistics on the subject.

During 1905-06 538 persons in all have carried on work under the direction of this Faculty as matriculated students, *i. e.*, as actual or presumptive candidates for the higher degrees. This number is an increase of 35, or roundly 7%, over the figures for 1904-05; the percentage of increase from 1903-04 to 1904-05 was 6.1. Of this total of 538 persons, 487 (practically 90 %, as against 85 % in 1904-05) were registered with major subjects taken under Enrolment this Faculty. Thirty-four persons whose major *Statistic*s subjects fell under the Faculty of Political Science, and sixteen with such under the Faculty of Pure Science, took minor subjects under this Faculty. Of those whose majors were in this School, 57 took minors under the Faculty of Political Science, and 12 in Pure Science. (The details are given in the Registrar's Report, p. 194). From these figures it is seen how much closer are the relations of this Faculty with the School of Political Science than with that of Pure Science, which indeed is only natural, considering the intimate

connection between historical and philological studies on the one hand, and sociological, philosophical, and ethical studies on the other.

For the first time since the foundation of this Faculty the number of women primarily registered (*i. e.*, not through Teachers College or one of the theological seminaries) under this Faculty has become practically equal to that of the men. The figures are: Men 142, women 141; from Teachers College: Men 92, women 44, or 136 in all. The great increase in the number of women has naturally brought with it some problems of administration, the solution of which has not always been easy. Certain subjects are almost entirely **Women** incapable of satisfactory treatment before a **Students** mixed audience; the duplication of courses for mature students always means a great, and sometimes an intolerable, burden upon the instructor, and is at best a wasteful proceeding; yet the policy of the University is, I take it, and must be, that if women are admitted at all under certain Faculties they must be admitted in perfectly good faith: that is, no advantages should be denied to them which are offered to the men. In certain cases where the question has come before the Faculty this year it has been shown that all such injustice to the women would be avoided by a kind of duplication which the departments concerned were perfectly able and willing to provide.

As has often been pointed out, the unusually large proportion of women graduate students at Columbia is due to our situation in a huge city, where the women are in a large majority among the teachers in the schools. Many of these women have both time and ambition for self-improvement by attendance upon university courses; but for many others this is possible only at a cruel sacrifice of comfort, often of health as well. In most cases the women make good students, and some of the best that we have had in the School of Philosophy have been women; but on the whole, I think, a smaller proportion of them than of the men are capable, either by natural endowment or by opportunity, of undertaking really advanced or original work, and the proportion of them who reach the doctorate is almost pathetically small.

The figures of registration given above include 15 instructors (in the larger sense of the word) in the University or the Horace Mann School who have been carrying on work under this Faculty, in most cases actually as candidates for degrees. Of these 10 were men and 5 women.

The number of students coming to us from the various theological seminaries in or near New York with which we have agreements has been during the past year 66, an increase of 10 over last year. The figures are given in detail in the Report of the Registrar, p. 191. Considerable progress has been made during the year, by a special committee appointed by you, in determining the policy **Students** from which should in future govern our relations with **Theological Seminaries** these institutions. The situation is by no means the same as regards all of them, so that great caution is necessary to lay down rules which shall not be too unfavorable to some and at the same time too lax towards others. On the whole, however, it is still true that every year marks some advance towards a better understanding and a fuller possibility of upholding high standards of work on the part of those seminary students who aspire to Columbia degrees. When the contemplated removal of the Union Theological Seminary to our immediate neighborhood is accomplished it will doubtless be easy to bring about as close relations with that institution as may seem advantageous to it and to us.

Of the persons registered under this Faculty as candidates for the degree of Doctor of Philosophy, 27 men and 18 women, or 45 in all, had already qualified or were accepted during the year as candidates in full standing for **Doctor of Philosophy** that degree. The administration of the regulations governing such admission to full candidacy was of necessity very merciful during the first few years after their adoption; it is now fortunately possible to hold the intending candidates to a stricter account, and hereafter the law will be enforced as literally as may seem possible or expedient.

A statement of the number of courses given by each department represented in this Faculty will be found in the Registrar's Report, p. 194.

Of the 178 degrees of Master of Arts given during 1905-06,

94, or 51 %, and of the 42 degrees of Doctor of Philosophy, 11, Master or 25 %, were conferred upon candidates whose of Arts major subjects were taken under this Faculty. Of these Masters of Arts, one held a University Scholarship, two held Teachers College Fellowships, and one held a Teachers College Scholarship. Of the Doctors of Philosophy, one held a University Fellowship, and one held a Teachers College Fellowship.

During the year oral examinations to the number of 21 for the degree of Doctor of Philosophy have been held under the authority of this Faculty. Of these one was held by the Exam- Faculty of Political Science for a candidate whose inations major and first minor examinations (in Education) had been passed several years ago, while the requirements of the second minor subject, taken under the Faculty of Political Science, had never been met. It was made clear to me that the candidate was fully entitled to the privilege of examination, though the circumstances were entirely unusual, and in complete accord with the Faculty of Political Science I requested that the examination be held. This was done, and the candidate passed it with credit. Of the other 20 examinations 17 were successfully passed, and the candidates, 13 men and 4 women, recommended to the President for the bestowal of the degree. Eleven of these candidates (eight men and three women) fulfilled the requirement of printing the dissertation and received the degree at Commencement. For the details as to major subjects see the Report of the Registrar.

The one candidate in Classical Archæology was Mr. B. H. Hill, formerly a student and fellow of this University, and holder of the Drisler Fellowship during 1900-01 with the privilege of study at Athens, and for three years past Assistant Curator of Classical Antiquities in the Boston Museum of Fine Arts. Mr. Hill has now been elected to the Directorship of the American School of Classical Studies at Athens, and is soon to leave for that post. On the completion of the printing of his dissertation the degree will be conferred upon him.

The award of University fellowships and scholarships for 1906-07 to applicants under the several departments

of this Faculty has already been made public, and the details of the work of the incumbents for the current **Fellows** and year are now in your hands, and to a certain **Scholars** extent at least have been published in the *University Quarterly*.

Considering the large proportion of women students under this Faculty, I am decidedly of the opinion that provision ought to be made, if possible, for an increase in the **Need of** number of graduate scholarships open to them; **provision** and the establishment of even a single fellowship **for Women** for women, which might be assigned to different departments in rotation, seems to me eminently desirable. There is no doubt that at least one thoroughly good candidate for such a fellowship could be found every year.

The Faculty legislation of the year, apart from matters of mere routine, has been as follows:

(Nov. 10, 1905) *Resolved*

That it is the sense of this Faculty

That the paragraph on p. 8 of the Announcement of the Faculties of Political Science, Philosophy, and Pure Science, beginning "Courses given in the Summer Session" should be **Faculty** amended to read as follows: "Courses given in the Summer Session may be counted toward the **Legislation** requirements of residence toward the degrees of A.M. and Ph.D., provided, etc."

Resolved

That this action be communicated to the University Council.

Resolved

That it is the sense of this Faculty

That all essays presented for the degree of Master of Arts shall be furnished in duplicate, one copy to be deposited in the University Library, and a second copy to be given to the department in which the student is pursuing his major subject; and

Resolved

That this action be communicated to the University Council.

This action was subsequently ratified by the University Council, and made the regulation for all three Faculties which recommend for the degree of Master of Arts.

(Jan. 12, 1906) *Resolved*

That a committee be appointed by the chair to report on the organization and functions of the Faculty.

The committee appointed consisted of Professors Peck, Cattell, Cohn, Matthews, and Russell. This committee presented a report at the meeting of February 9, which was made a special order for the next meeting; and at the meeting

of April 6, 1906, the following resolutions attached to the report were adopted:

Resolved

That each of the Divisions [*i. e.*, the five represented in the Faculty of Philosophy] nominate a representative, the five representatives to form, when approved by the Faculty, a Committee on the Program of Studies for the Higher Degrees, with the Dean as Chairman *ex officio*.

Resolved

That the Council be requested to suggest to the other graduate faculties the desirability of forming similar committees.

The intention of the last resolution was that such legislation might be enacted by the Trustees and the Council as would enable the three committees to form a joint committee of the graduate faculties with such powers and duties as might be entrusted to it by the faculties. At the meeting of May 11, the Committee on Program of Studies was constituted by resolution as follows, the gentlemen named having been duly nominated by the several divisions respectively: Division of Education, Professor Lodge; Philosophy, etc., Professor Woodbridge; Classical Philology, Professor Egbert; Modern Languages, Professor Cohn; Oriental Languages, Professor Gottheil. The second resolution was communicated to the University Council, which has deferred action upon it until action has been finally taken upon a report presented to it by a special committee appointed by the President.

(Feb. 9, 1906) *Resolved*

That all courses regularly offered under the Faculty of Philosophy be hereafter open to women on the same terms as to men; provided, that the Faculty reserves the right to close any course to women upon recommendation of the appropriate department, made for reasons of weight.

(April 6, 1906) *Resolved*

That the Council be requested to authorize the Dean of this Faculty to recommend a candidate for the doctorate as having fulfilled the requirements, when it shall be certified by the head of the department having charge of the candidate's work that his dissertation, though not yet printed, is ready for printing and has been accepted for publication by some responsible journal, series or publisher.

This resolution having been properly brought before the University Council, the latter body took action upon it at the meeting of April 17, 1906. This action was unfavorable, for the reason that the Council had already carefully considered the question, and had passed a resolution to th

effect that "the Secretary of the Council be authorized to issue a certification to those candidates for the degree of Ph.D. who have been recommended to the President for the bestowal of the degree, but have not yet filed the printed dissertation with the Registrar of the University, to the effect that with this exception they have fulfilled all the requirements for the degree."

The Committee on Program of Studies, constituted as mentioned above, has held one meeting for organization and determination of the matters to be considered by it. It will enter upon the active performance of its duties at the opening of the next academic year.

A resolution adopted by the University Council at its meeting of February 20 is likely to bring about a great increase in the promptness of registration on the part of students entering the School of Philosophy in the autumn. Hitherto it has been found extremely difficult to secure the early registration of such students, with the result of serious delay and difficulty in opening the courses of instruction. **Early**
The resolution referred to provides "that students **Regis-**
under the Faculties of Political Science, Philosophy, **tration**
and Pure Science must matriculate within one week of the stated opening of the half-year, in order to obtain full credit for residence for that half-year, unless an extension be granted by the Dean of the Faculty concerned, for reasons of weight."

Respectfully submitted,

EDWARD DELAVAN PERRY,
Dean.

June 14, 1906.

SCHOOL OF PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to submit herewith the fourteenth annual report of the work done under the Faculty of Pure Science for the academic year 1905-06, ending June 30, 1906.

Two candidates for the degree of Doctor of Philosophy completed all the requirements during the year, and thirteen others finished at the end of the year. Several others were only prevented from receiving their degree by the enforcement of the new regulations relative to the furnishing of 150 copies of the dissertation. Thirty-two candidates completed the requirements for the degree of Master of Arts, and received it at Commencement.

The details regarding work of the fellows and scholars under this Faculty are now in your hands and to some extent have been made public in the columns of the *University Quarterly*.

Attention must be called to the great loss suffered by Columbia in general and the Faculty of Pure Science in particular in the resignation of Dean R. S. Woodward to accept the Presidency of the Carnegie Institution in Washington, D.C. On June 5, 1905, the Trustees appointed Professor E. B. Wilson to be Dean of the Faculty of Pure Science and Professor Wilson continued to perform the duties of Dean until on March 5, 1906, at his request his resignation was accepted and Professor William Hallock was appointed to fill the vacancy. Professor C. J. Keyser was elected as Secretary of the Faculty in place of Professor Hallock.

Upon the resignation of Professor Woodward as Professor of Mechanics and Mathematical Physics it was deemed

desirable to combine this department and that of Physics, experimental, into one department of Physics. **Mechanics**
 This department is now organized upon this **and**
 basis and Professor Hallock was elected execu- **Physics**
 tive representative for the past year. This con- **United**
 solidation has already resulted in simplification and better
 co-ordination of courses.

With the exception of the usual minor changes the other departments have remained essentially the same as heretofore.

In referring to the activities and growth of the various departments falling under this Faculty it is difficult to go into the details of each, or single out a few for special mention, and yet during the past year it seems as if the Department of Physiological Chemistry has earned especial reference. The large amount of original research in addition to regular instruction, and the great improvement in organi- **Physio-**
 zation, which has resulted in greater efficiency, **logical**
 as well as in greater economy, certainly deserve **Chemistry**
 mention. This department more than any other illustrates the necessity of a real and hearty co-operation among a number of the laboratories of the University. In addition to its present affiliations with the Departments of Chemistry, Physiology, Zoölogy, the Botanical Garden, and the Zoölogical Park, it is proposed to open a research room on Morningside Heights, probably in Fayerweather Hall, for the investigation of problems involving zoölogy and physics. The phenomena of radio-activity have developed an entirely new point of contact between the sciences of physics and life.

A new departure in instruction in physics in America was made during the year under review, in the establishment of lecture courses in Mathematical Physics by dis- **Lectures**
 tinguished foreigners. The courses (see page 73) **in Math-**
 by Professor S. V. Bjerknes, mark an epoch in **ematical**
 higher education in America, and give good **Physics**
 promise of most fruitful results. Professor O. Lummer, of the University of Breslau, and Professor Joseph Larmor of the University of Cambridge, have been appointed Lecturers for the year 1906-07. These lectures will be published by the Ernest Kempton Adams fund.

Respectfully submitted,

WILLIAM HALLOCK, *Dean.*

BARNARD COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor of presenting the following report upon the condition and the progress of Barnard College for the academic year 1905-06, the seventeenth year of its existence.

The year is noteworthy for the assurance of a return to the long interrupted residential life, and for the establishment of a pure science course.

For four consecutive years each annual report has named a suitable hall of residence as by far the most urgent need of the College. The extent to which the growth in numbers has been retarded by this limitation is partially shown by the fact that, while the regular student body has increased 64 % in five years, the resident students have decreased about 60 %. Had the number of residents increased in the same ratio as the number of non-residents, the College would have doubled in the past five years. Moreover, in my judgment, this does not fully represent the difference which would have been shown by good residential conditions. I believe that the desire to share the educational advantages of instruction at Columbia has increased far above the growth of local interest in the college training of women, and that a greater increase of resident than of non-resident patronage might have been expected.

We are happy to state that this desperate need has now been provided for. Last winter the Trustees felt the situation **New** to be so serious that they issued a special **Dormitory** appeal for a dormitory. In order to set the matter in motion Mrs. A. A. Anderson requested that the sum of

\$50,000,—given by her five years ago, and held in the treasury subject to her designation of its final use,—be applied to the cost of plans, excavation, and foundations. Soon afterward an anonymous friend of the College gave \$150,000 toward the erection of the building. The plans have been made and approved for a building seven stories in height, to accommodate not over ninety students. The excavations are now being made and the hall should be ready for occupancy, allowing for ordinary delays, by the opening of the academic term in September, 1907.

Some months before this permanent provision was made, the Alumnæ decided to open a temporary hall of residence near the College in order to check the increasing loss of students from a distance. By great efforts on the part of both graduates and undergraduates, an adequate guarantee fund has been raised; a portion of a new apartment house has been leased, the hall-mistress has been appointed, and everything indicates a pleasant provisional college home for next year. This will quickly create confidence on the part of parents that the social life of their daughters is properly safeguarded in this large city. Without this assurance, even the greatest educational advantages will draw small patronage.

The other important academic feature of the year is the introduction of a course in pure science leading to a degree of Bachelor of Science. The pure science work has developed rapidly in recent years and our unusual opportunities in this direction have been appreciated, not only for cultural, but for ultimate professional ends. While the Trustees recognized fully the value of intensive and extended study of the exact and observational sciences, yet they were anxious to guard against any suspicion that the new pure science course is only the old literary course with electives in pure science substituted for the classics. They have, therefore, recorded their academic faith by explicit votes, and for the present Barnard College stands for two clearly defined educational courses—either a general literary course leading to a Bachelor of Arts degree and prescribing certain classical elements, or a highly specialized

course in pure science leading to the Bachelor of Science degree and severe enough to rank creditably with any pure science course in the country. This has required a provision for larger numbers in the present scientific courses and the introduction of more advanced courses. The financial provision for this growth was made by a special endowment of \$100,000 given by Mrs. A. A. Anderson and a pledge of \$1,000 annually for ten years from each of two other trustees. The plan for the course covers three parts: (a) certain prescribed courses for general training; (b) the scientific requirement of a major science, a minor allied science, and a minor diverse science; and (c) a small margin for free electives.

The gifts for the year, including those actually received and those pledged, aggregate \$283,611. Besides the special gifts gifts for the dormitory and for the work in pure science, \$20,950 have been given for general expenses; \$1,435 for the decoration of Brinckerhoff Theatre; \$1,000 by Mrs. Martha T. Fiske-Collord for maintenance of Fiske Hall; \$575 by the Alumnae for the new requirement in physical education; \$1,460 for annual scholarships; about \$7,000 for the endowment of scholarships, and smaller sums for music at Chapel and for books in the library. A very valuable gift of 104 volumes has been made to the library by Professor W. P. Trent, including the Aldine edition of British Poets in 69 volumes and the complete works of Thackeray in 30 volumes.

One gift for the endowment of scholarships was made by the New York Chapter of the Daughters of the American Revolution, completing the endowment of the Scholarships Mrs. Donald McLean Scholarship. This scholarship was given in 1898, and had been paid annually by the Chapter until the endowment could be completed. One third of the endowment was presented on the 150th anniversary of the founding of Columbia College in October, 1904; the remaining two thirds were formally presented at a meeting of the Chapter during the past winter at Sherry's. A sum of \$5000 was given by Mrs. Martha T. Fiske-Collord in memory of her brother, to be known as the George W. Smith Scholarship Fund. The income of this fund will be expended in scholarships for worthy students under the same

general conditions as prevail for the Fiske Scholarship Fund given many years ago. Mr. George W. Smith was a valuable trustee of the College and it is a special pleasure to feel that continuous service will be done for worthy students in his name.

The gift for physical education recorded in the last annual report was not expended in accordance with the original plan; this plan has passed much more quickly than **Physical** could have been hoped from an annual temporary **Education** arrangement into a permanent provision for prescribed physical training for all Freshmen and Sophomores under the regulations existent for the men of the University. This ought to increase the better health conditions already begun by the athletics made possible by the gift of Milbank Quadrangle.

For several years the New York City students were of necessity fitted in private schools. But with the rise of the efficient city high schools, students could fit at **Secondary** public expense; thereby making a college training **Schools** possible to many prospective teachers who would otherwise have taken their professional training without a broad general education for a foundation. For some years now the conditions have been tolerably uniform and some general deductions as to the relative patronage from public and private schools are fairly safe. The facts show that in five years the annual percentage of students from private schools has varied from 40 to 50 %, being one per cent. greater in 1905 than in 1903. It is only a rough approximation to say that the pupils coming from the high schools are largely looking to self-support and therefore consider their college training more from a professional point of view. Yet there is some truth in this oft-made statement. Granting it to be entirely true, we may have no fear that the college is losing its hold upon those who regard the higher education as chiefly ministering to general intellectual ends.

Although the tragic death of Professor Mortimer Lamson Earle had occurred so early in the college year as to be recorded in your last annual report under date of November, 1905, yet I wish to express here for our especially bereaved school the

deep, and growingly deeper, appreciation of the loss which we have sustained. No scholar ever followed pure learning with a more single and unselfish devotion than did Professor Earle, and the inspiration of his example will long influence the department so ably guided by him. It is to be sincerely hoped that his valuable library may come into the possession of the University, and that this visible memorial may remain as a lasting stimulus to those who were not privileged to know him personally.

While the progress of the year has been unusual, we yet recognize many urgent needs. As long as approximately \$30,000 more than the present income must be annually raised for current expenses, the endowment fund is manifestly inadequate. Yet such permanent provision will give the only security for future success. We would beg all those who are convinced of the advantage that Barnard's existence lends to New York City, to consider favorably this establishment of its continued service.

A proper building for quiet study, for rest, for the social needs of the rapidly increasing number of non-residents, is also imperative. With 500 women spending from four to eight hours a day within our walls, the four small class sitting-rooms and the two quiet reading-rooms are inadequate. We hope that a students' building for the day students will follow quickly upon the ample provision now being made for the resident students.

On the whole, the past year is the one of the most academic import since the year of removal to the present site. It has been marked by conscientious and able self-government, by dignified social life, by high scholarship, and by growing college unity. It is a great pleasure to write this brief record of an eminently successful year.

Respectfully submitted,

LAURA DRAKE GILL,
Dean.

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to submit the following report of the work of Teachers College for the academic year 1905-1906.

The total enrolment of resident students in the College has been 976; extension students doing work at Teachers College, 1201; School pupils, 1182—a grand total of **Student** 3359. To this number might be added 1631 **Enrolment** students enrolled in extension classes given away from the College, and 12,111 auditors in our extension lecture courses. Of the College enrolment 137 were graduate students, 604 were professional students candidates for a diploma, 89 were collegiate students, 35 were special students, and 111 were candidates for a university degree only. The number of college graduates was 260, and 274 others had a partial college course. There were also 245 normal school graduates. Our resident students came from 38 states and 12 foreign countries. They represented 112 colleges, universities, and professional schools, 86 normal and training schools, and 68 technical schools. Of the regular students 67 were candidates for the degree of Doctor of Philosophy, 43 with Education as the major subject; 147 were candidates for the degree of Master of Arts, 94 with Education as the major subject; 357 were candidates for the Bachelor's Diploma in Education and the degree of Bachelor of Science; 198 were candidates for the Bachelor's Diploma only; 117 were candidates for the Special Diploma; 9 were candidates for certificates; and 164 were candidates for the degree of Bachelor of Arts, 51 in Columbia College and 113 in Barnard College.

The increase in enrolment as compared with last year is: graduate students candidates for a diploma from 88 to 137, professional students from 500 to 604, collegiate students from 85 to 89, students from other Faculties of the University from 218 to 247, School pupils from 1166 to 1182, extension students doing work at Teachers College from 1189 to 1201. There has been a decrease in the number of special students and auditors from 39 to 35. The grand total (deducting duplicates) has increased from 3187 to 3359. There has been only a slight increase in the number of college graduates who have been enrolled during the year, *i. e.*, from 250 to 260, but the number of students with a partial college course has increased from 201 to 274. Thirty-six students who have taken a diploma in some previous year when standards were lower have returned this year as candidates for a degree, and 134 matriculated students were enrolled in the Summer Session (1905) of the University. Of the 112 colleges and universities from which we received students (excluding Columbia and Barnard) the College of the City of New York sent the largest number, 19; next in order came Smith 13, Vassar 10, University of Michigan 9, Harvard 9, Wellesley 8, Stanford 6, New York Normal (degrees) 5, Massachusetts Institute of Technology 4, Georgia Normal College 3, Indiana 3, Lebanon 3, Mount Holyoke 3, New York 3, Northwestern 3, California 3, Wisconsin 3, Wesleyan 3, Williams 3, Toronto 3, eighteen others 2 each, and the remainder 1 each.

The year has been exceptionally satisfactory. We have never had better students, and, with one exception, our corps of instructors has been complete. There has been no serious illness among either students or faculty. In fact the conditions for good work have never been so satisfying in any year of our history.

The one cause for regret has been the enforced retirement of Professor Edward H. Castle, one of our most brilliant Faculty teachers and a man whose services to the College Changes have been of the greatest value. For several years he has not enjoyed good health, but his love for teaching and his indomitable will have hitherto overcome all obstacles. During the summer vacation it became apparent that he

could not return to work, and later in the year the Trustees reluctantly accepted his resignation. Application to the Carnegie Foundation has resulted in securing for him a retiring allowance of half pay. The regret felt by his colleagues and students is thus substantially tempered by the assurance of a comfortable income from Mr. Carnegie's princely gift for the advancement of teaching.

Foremost among the changes already made for the coming year is the resignation of Professor Francis E. Lloyd from the adjunct professorship of Biology to join the staff of the Desert Botanical Laboratory of the Carnegie Institution, at Tucson, Arizona. Professor Lloyd's fine personality, enthusiasm for scholarly work, and skill in teaching have made him a strong factor in the life of the College during the nine years of his service. He carries with him the best wishes of his colleagues and students.

Professor Louis Rouillion has resigned the adjunct professorship of Manual Training to organize, as its director, the new Franklin Union in Boston. Mr. Rouillion has been instructor and adjunct professor in Teachers College since 1898, and has been so successful as a teacher and leader in industrial education that his present position comes to him as a well-deserved promotion.

The Kindergarten Department will continue to have the supervision of Professor MacVannel, with the assistance of Miss Patty Hill as head of the advanced division and Miss Grace Fulmer as head of the undergraduate division. Miss Hill comes to us from the directorship of the Free Kindergarten Association of Louisville, Ky., with a well-earned reputation as an able leader and successful teacher. Miss Fulmer's recent work has been in Washington, first in the Hearst Training School, and later as head of the Kindergarten Training Department of the Washington Normal School. Miss Susan E. Blow has been reappointed lecturer, and Mrs. M. B. B. Langzettel joins the staff of extension lecturers in Kindergarten Education.

The new professor of History is Mr. Henry Johnson, a graduate of the University of Minnesota, and later a student of history in Columbia University and Harvard University

and in the Universities of Paris and Berlin. He has made an enviable reputation as a scholar and teacher of teachers in the normal schools of Moorehead, Minnesota, and Charleston, Illinois.

The most important legislation of the year is the suspension of the collegiate curriculum. This curriculum was inaugurated in 1893 to give the academic training **Collegiate Course** required of candidates for admission to our professional curricula. In 1898, after Teachers College became a part of the University system, the requirements in all curricula leading to teaching in secondary schools included a four-years college curriculum or its equivalent. The operation of our collegiate curriculum was thereafter practically restricted to preparation for our kindergarten, elementary, and technical curricula. It has been indispensable in these departments, which students from other colleges, Columbia and Barnard included, have not been disposed to enter. The reasons for the apparent popularity of secondary subjects are not far to seek; the typical college curriculum encourages specialization in academic subjects and in most women's colleges any tendency to practical or technical training is energetically discouraged. The result has been that our secondary courses have been crowded with Barnard students, but no Barnard graduate has ever entered any technical department.

The change has been made possible by a revision of the requirements for admission to Barnard College, and by the establishment in Barnard and Columbia of a two-years curriculum preparatory to professional study. Furthermore any student in Barnard College who completes three years in good standing may enter Teachers College and on the completion of any of our curricula receive our diploma and the degree of Bachelor of Arts. Students who transfer from Barnard to Teachers College after two years of collegiate study will receive our diploma and our degree of Bachelor of Science. In any case students who enter for our diploma become our students and are subject only to the regulations of Teachers College. Freedom of election between faculties is assured to all who are qualified to pursue

courses in any department, and by joint action of the Trustees of the allied corporations all charges for tuition between institutions have been abolished. So far as regulations go, therefore, our students will have the freedom of Columbia and Barnard Colleges and students of those colleges will have the right to enter any professional curriculum in Teachers College, kindergarten, elementary, technical, or secondary.

In my last annual report I attributed the reluctance of women who are college graduates to enter the departments of Kindergarten and Primary Education and of Domestic Art and Science in part to ignorance of what these departments have to offer. The notion is abroad that positions in these fields are already pre-empted by graduates of normal schools, and that the salaries paid are less remunerative than in secondary schools. It is true that the best places are now held by normal school graduates and that the average salary is small,—smaller than in the secondary schools,—but college graduates could easily outstrip all competitors if they would only fit themselves for the work. These places are the only ones in the entire field reserved exclusively to women, and only in these places does the woman have an equal chance with the man. Salaries rise in proportion with the ability of teachers to lead in educational work. And in no phase of educational work is there greater need for leadership than in these subjects. Of course the intending leader must make herself competent both from the academic and the professional standpoint. Perhaps the prime requisite is moral earnestness and a wholesome personality. But where else is one more likely to find these native gifts than among our college women? College women are, therefore, the logical candidates for those positions which are beginning to open in the public school systems and in the colleges and universities, particularly in the South and West. It is obvious, however, that the women's colleges of the East do not recognize the advantages they possess. They give little heed either to the arts or sciences underlying home-making, or to the professional opportunities open to their graduates in other than secondary schools; and yet I know no college that does not actively

interest itself in securing positions for those of its graduates who must be self-supporting.

The number of college women entering Kindergarten, Primary Teaching, and Domestic Science in Teachers College is increasing. In the former two we have had during the past year a large enrolment of advanced students, nearly as many as in all previous years together, and the prospects are good for further advance in scholarship and professional ability. While the public demand for better trained teachers is fundamentally responsible for this advance, the immediate cause of our securing better students is the offering to them of better opportunities. So long as we provided in these departments one set of courses for both elementary and advanced students, we secured only the elementary students; as soon as advanced courses were opened up and restricted to qualified students, better students immediately applied for admission.

The same principle will obtain, I believe, in Domestic Art and Science. Our equipment and accommodations have not made it possible to expand and differentiate the work of these departments. We have practically asked beginners and advanced students to enter the same courses, and the result has been that we have had few advanced students. It is to be considered, however, that as yet few institutions give any instruction in this field, and that the number of students qualified for advanced work cannot at best be large. Nevertheless, I am convinced that we can do more and even better work than we have been doing. The most serious limitation hitherto met with—insufficient room in our present buildings—is now somewhat relieved by the elimination of our collegiate classes. It is, however, no considerable gain, because it frees only two or three rooms, but I trust that by some rearrangement we may give these departments more adequate facilities. The next step is to reorganize the work of these departments preparatory to the extensive changes that will come when some generous donor makes adequate provision for training teachers in all branches of domestic economy and institutional management.

The changes contemplated in the near future—most of

them to be introduced next year—look to the strengthening and differentiation of the courses now offered. In Domestic Science the prime requisite is a better scientific Domestic foundation. This we have sought to secure in Science courses in physiology and bacteriology to be given by the department of Biology, in the chemistry of foods and household processes which are designed to follow the courses in general chemistry required for admission, and in the scientific and practical study of food principles and materials as related to dietaries. In each of these fields we shall offer next year courses much stronger than those previously given. Furthermore, the University department of Applied Chemistry will supplement and extend our work in the chemistry of foods and nutrition by a research course under Professor Sherman. The value of this co-operation is not easily overestimated because it gives an unusual opportunity to our best students and brings into close touch with our department a man whose investigations qualify him as an expert in this field.

Our business is the training of teachers, and the work of teachers of Domestic Science is to train girls and young women in the selection, preparation, and serving of food and in the management of a household. The scientific foundation is indispensable for teachers, but the professional aspects of the subject are most prominent in the art of combining foods, cooking, and management. In these respects our courses will be greatly strengthened. We shall provide for more systematic instruction in the selection and combination of foods in the form of dietaries for the child, the adult, and the aged, for the sick, for persons under normal and abnormal conditions, the sedentary and the working man; we shall offer courses in cookery ranging from the simple illustration of principles to the practical demonstration of a series of meals for persons of widely differing requirements, and from what a child might prepare in school to the quantity needed to supply a college dormitory, hotel, or hospital.

In all this instruction, scientific and practical alike, the economic aspects must be regarded. It is one thing to teach a person what food he should buy and how he should prepare and serve it; it is quite another thing to teach him how

to live well on a limited income. The great majority of persons for whom we are working have incomes not merely limited but oftentimes pitifully small. In concrete form our chief task is to help the American housewife to rear a family on two dollars a day. We do well when we help boys by industrial training to increase their earning capacity, but we do better when we help the girls who will be their wives to live decently within the family income. The happiness of the average home is dependent to a greater degree upon economic management than earning capacity. Economic management implies knowledge of values, discrimination in choosing, and persistent effort to secure the best. It follows, therefore, that we should give training, so far as it may be a subject of instruction, in the art of conducting a household. Through the Speyer School we have access to the homes of many workingmen, and by means of mothers' clubs and classes it is possible to carry on practical studies of great value. Homes of moderate wealth are even more accessible and already familiar to most of our students. Our school lunch rooms and the College dormitory furnish ample facilities for the study of domestic management on a larger scale, and specially qualified students may pursue this investigation to any reasonable extent in the hotels, hospitals, and public institutions of our vicinity.

It is a very large field and one rich in possibilities, but we have given it relatively little attention. Eight years ago we introduced a special course in hospital economics at the request of the American Society of Superintendents of Training Schools for Nurses. A part of that course has been devoted to hospital management, but no effort has been made to extend the study to other institutions. Last year a half-year course on household economics was introduced dealing with the organization of the home and its adaptation to modern conditions, the cleansing of the house, systematic methods of housekeeping, the cost of living, household accounts, domestic service, and the like. But in my opinion the field is too large and the work to be done too important to justify us in temporizing longer with the means and equipment at our disposal. In response to my recommendation

our Trustees have established a new professorship to be exclusively devoted to household management and institutional administration. The chair has been filled by the election of Miss Mary Adelaide Nutting, Superintendent of Nurses and head of the Training School for Nurses in Johns Hopkins Hospital. Miss Nutting will begin her duties as instructor in the fall of 1907. In the meantime she has been given leave of absence to further her studies and pursue investigations in this country and abroad. We have a right to expect much from one who is so well qualified by experience and training to undertake the organization of a new subject of instruction.

The departmental organization of Teachers College has served to emphasize rather than minimize the distinction between domestic science and domestic art. We have had two distinct curricula and two departmental organizations in a field that should be thoroughly unified. I am not yet ready to recommend any change in administration, but we must somehow secure complete unity and harmony in all we undertake. One cannot discuss the problems of one department without reference to the other department. What has been said above relative to scientific training, practical skill, and domestic management applies equally well to the subject-matter and methods of the Department of Domestic Art. The economic housekeeper must know the values of clothing, textiles, furniture, and decorative materials as surely as she knows the values of foods and culinary utensils; she must know what is good and why it is good; and she should have all possible training in purchasing and making use of what she buys. In some degree she may be a producer, at least to the extent of making from staple materials the clothing used by herself and children. The item of food may be the largest in the family accounts and the good health that comes with proper nourishment may be the chief desideratum in family life, but it is the artistic touch evidenced in the dress, the furniture, and the surroundings that converts a house into a home.

Our courses in Domestic Art have treated of needlework, cordwork, crocheting, knitting, beadwork, embroidery, weav-

ing, drafting and making of garments, millinery, and household art design. Instruction has been given in textiles and Domestic textile manufacture, including a study of fabrics, Art their beginnings in the arts and industries of primitive life, the development of spinning and weaving, modern processes of manufacture, economic values, and laboratory work in cleansing and dyeing. The next step is further differentiation in the technical courses so that a student may specialize in the more important occupations. Next year we shall give advanced courses in dressmaking and millinery. The most important change, however, is in the appointment of a man, Mr. La Mont A. Warner, who has had much practical experience as designer of furniture and house Household decorations, to give courses in household art and Art design. His work, supplementary to that offered Design by our Department of Fine Arts, will seek to apply the principles of design to textiles, wall coverings, furniture, millinery, and costumes. The aim is to give students criteria of values in the materials that may be purchased for clothing and for use and ornamentation in the home. It is a new field, so far as this special application is concerned, and there are few Americans competent to take the lead in instructing others, but I know of no field in which the American people are more in need of instruction or from which they may derive more pleasure and satisfaction.

The Bryson Library reports the accession of 2930 bound volumes, of which 1066 were by gift; 101 volumes were given Bryson by Columbia University and 89 text-books were Library sent in by publishers. The Avery collection has been increased by 47 volumes, 13 of them the gift of Mrs. Samuel P. Avery. Through the generosity of Mr. James D. Phelan of San Francisco a valuable collection of publications relating to education in France has been added to our list of foreign works; it numbers 465 volumes and pamphlets in the form of official documents, treatises, and text-books representing the entire field of French schools, including technical and industrial education. An inventory taken in April shows the distribution of the different classes of books in the library as follows:

Reference books.....	1,171	
Philosophy.....	1,106	
Religion.....	634	
Sociology.....	774	
Education.....	14,710	
Reference books and bound periodicals...	1,438	
Theory.....	1,334	
History and present conditions.....	3,835	
Kindergarten and elementary.....	427	
Secondary.....	524	
University.....	3,089	
Religious and ethical.....	254	
Physical training.....	637	
Manual training.....	357	
Teaching.....	921	
Text-books.....	1,894	
Science.....	2,303	
Literature.....	4,784	
History.....	2,695	
Useful Arts.....	1,272	
Fine Arts including music.....	1,047	
Avery Collection.....	1,043	
Total.....	31,539	

The publications of the College have been placed under the direction of a committee of the Faculty who are authorized, under the Dean, to conduct a Publication Bureau. The income from current sales, from¹ Publication Bureau subscriptions to the *Teachers College Record* and other sources is added to a special fund established by the Trustees for the maintenance of the Bureau. The following publications have been issued during the year.

Teachers College Record,—September, Educational Theories of Herbart and Froebel, by Professor MacVannel of Teachers College; November, Fiscal Aspects of Public Education, by Professor Elliott of the University of Wisconsin; January, The Elementary School Curriculum, by Principal Pearson and teachers of the Horace Mann Elementary School; March, The Secondary School Curriculum, by Principal Prettyman and teachers of the Horace Mann High School; May, The Secondary School Curriculum, continued, by Principal Prettyman.

Teachers College Contributions to Education,—Normal School Education and Efficiency in Teaching, by Professor Meriam of the University of Missouri; General Taxation for Education and the Apportionment of School Funds, by Professor Cubberley of the Leland Stanford Junior University; The Rise of Local School Supervision in Massachusetts, by Professor Suzzallo of Leland Stanford; City School Expenditures, by Dr. Strayer of Teachers College; A History of Common School Funds in the United States, by Professor Swift of the University of Washington.

Teachers College Educational Reprints.—Report of the Massachusetts Commission on Industrial and Technical Education, by President Carroll D. Wright of Clark College.

The Appointment Committee reports this year for a period of ten months, September 1st to June 30th inclusive, in order to make its year in future conform to the fiscal year of the College. During this period the Secretary has received requests for 1471 teachers, as compared with 1261 received in the twelve months preceding. Altogether we have been notified of the appointment of 373 students to positions for the coming year. The distribution is as follows:

Colleges and Universities.....	41
Superintendents of Schools.....	3
Normal Schools.....	20
Supervisors and Special Teachers.....	114
Secondary Schools.....	152
Elementary Schools.....	70
Kindergartens.....	24
Hospital Administration.....	13
Miscellaneous Positions.....	24
	<hr/>
	461
Total less names counted twice (88).....	373

Student affairs have been thoroughly satisfactory during the year. The Students' Executive Council continues to maintain discipline; the Phillips Brooks Guild, the Y. M. C. A., and the numerous students' clubs and departmental organizations have looked after our religious and social welfare. The generosity of one of our Trustees has made it possible for the Guild to employ a paid secretary and for Whittier Hall to have a house mother and assistant, and a trained nurse in constant attendance. How much this contribution to our social life means is not easily estimated, but there is no officer or student of the institution who has not benefited from it. The graduating class manifested its interest in student affairs by leaving as its gift a substantial donation to our loan funds. This gift is the more welcome because it is the first concerted effort on the part of our graduates to assist the College in a financial way; it illustrates, too, a vital part of our creed—that the best help one can give is to help others to help themselves.

Respectfully submitted,

JAMES E. RUSSELL, *Dean of Teachers College.*

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to submit below the report of the College of Pharmacy of the City of New York for the academic year 1905-06. A detailed statement of attendance upon all courses, the results of examinations, and the like will be found in the Report of the Registrar, pp. 185-214.

Financially, the year has been about an average one; educationally, it has been of extraordinary interest.

The principal financial event has been the payment of one-tenth of our mortgaged indebtedness, an accomplishment rendered possible chiefly through the generosity of the members of the College in subscribing to a fund for this purpose which has been accumulating for several years past.

The peculiar conditions which have prevailed in our instruction department are suggested by the ratio of the junior to the senior class, usually about 5 to 4, but this year about 1 to 3, the total of the two classes being about as usual. The causes for this unusual ratio, fully explained in my last annual report, have resulted also in a great want of uniformity among the members of the senior class. A large number of students of low scholarship, attracted by the opportunity of anticipating the enactment of increased entrance requirements, have met with many unusually well qualified men, attracted by the higher educational stand recently taken by the College. To lead the latter element to predominate over the former, in the College work and influence, has been the special task

of the Faculty. During the preceding year, we noted a condition of unrest among the students, engendered by the natural friction incident to these conditions, and it has been a great source of satisfaction to us to see this unrest disappear during the past year.

The class, almost unanimously, has deferred to its best element, the University section, selecting its members, unofficially as well as officially, as class leaders.

The gain in average scholarship of the class during the year has been great, and just what we should have expected under the circumstances. The average results of the final examinations, while not particularly high, were much above what we had anticipated at the close of the preceding year. The rather large percentage of failures was due to the more rigid tests which we felt called upon to inaugurate. The announcement of those failures was not met by the ordinary crop of protests and requests for reconsideration. The results were accepted with good judgment and good nature, and we look for a considerable addition to the list of graduates as a result of the September supplementary examinations.

Interesting as has been our study of the development of the senior class, we have studied the character of the juniors with even greater interest and profit. Only about half as large as usual, the missing half consisted of a lower grade of scholarship, excluded by the statute of entrance requirements which first became operative this year. The educational effects of this exclusion were awaited with the utmost interest. The enactment of this law was opposed by a certain number of well-disposed persons who did not believe that it would accomplish the desired object, and we realized that any failure to do so, even though due to incidental causes relating to its newness, would tend to weaken the progressive influence now at work. Happily, the year has failed to develop cause for any such reactionary tendency. The junior class has worked quietly and undemonstratively, but with the steady attention that was to be expected of young people who had had nine years of systematic schooling. This expectation has been equally justified by the results of the examinations.

Only 7 of 79 candidates, or about 9 per cent., failed at examinations that were decidedly more rigid than those of former years.

A third special feature has added interest and zest to the work of the Faculty, namely, the graduation of our first University class of pharmaceutical chemists to **First** have pursued the regular course through two full **University** years. Our first University class, that of 1905, **Class** was about 5 per cent. of the entire class; that of 1906 has been about 11 per cent; that of 1907 is about 16 per cent. Of the second-named class, four members were excluded from these examinations, since they have not yet completed their Regents' requirements. Of the others, it was very gratifying to find every one successful at the final examinations, which were really severe. On an average, these examination results were very much higher than any of which we have knowledge in the previous history of the College. Since the standing of these students at the close of their junior year was decidedly lower than that of the University students of this year's junior class, we have every reason to hope for the maintenance of the high standard thus established.

The graduation of the first Doctor of Pharmacy under the University seal completes the list of specially interesting events of this memorable year.

The general discipline of the student body has been of a higher character than that of other years, because it has contained more of the element of interested sympathy **Discipline** with the objects of the Faculty. A strong element in the class has joined with us in promoting this spirit.

It has been decided that the members of our **Co-operation** University classes shall next year receive some **with Med-** laboratory instruction in physiological chemistry **ical De-** and the physiological action of medicines, at the **partment** College of Physicians and Surgeons.

The indications for the coming year point to a junior class of nearly average size and to an increased percentage of University members.

Respectfully submitted,

H. H. RUSBY,

Dean.

SUMMER SESSION

REPORT OF THE DIRECTOR

FOR THE SESSION OF 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I desire herewith to present the report of the seventh Summer Session of Columbia University, which opened Thursday, July 5, and closed Thursday, August 16.

Of the many matters of interest associated with the Summer Session of 1906, two facts are worthy of special mention,—
Attendance the registration, which has exceeded 1000, and the increase, in this number, of students previously registered in the University. The statistics as given in the Registrar's Report (p. 215) show that the total number of students is 1008. This is a gain of 32 over the registration of 1905 and of 591 over that of 1900, the first year of Summer Session experience at Columbia. With one exception (in 1904 a loss of 26), every year has shown an increase in the number of these students, the greatest gain (297) being in 1903, when the presence of the National Education Association in Boston and the epidemic at a sister institution were offered in explanation. It is very clear, however, that the growth has been regular and entirely consistent with the extension of educational advantages and with the maintenance of a high standard of instruction. In this connection it is worthy of mention that the registration from Greater New York has fallen this year, so that there has been a marked increase in the number of students coming from outside of the city. This gain is noticeable in the case of Pennsylvania, Maryland, Virginia, Alabama, Kentucky, Michigan, Kansas, and Ohio. The number of students

previously registered is 456 against 397 in 1905. Of this number, 237 attended one or more Summer Sessions of preceding years; 161 one, 44 two, 24 three, 3 four, 3 five, and 2 six previous sessions. The growth of the Summer Session is therefore represented in the increased number of those who have already been connected with the University, either as attending former Summer Sessions or enrolled as regular students of the academic year. This must be regarded as renewed evidence that the Summer Session at Columbia is not a "Summer School" giving educational entertainment suitable for a holiday, and that its students are as serious in their purposes and as interested in their studies as those of the academic year. In this number, however, there are some who have found the Summer Session useful for making good deficiencies. The attendance of such students should be carefully guarded, as they may become a serious menace to a high grade of instruction. The demand for a high standard, coupled with the general unwillingness of careless students to engage in close study in warm weather and the additional expense, will probably be a sufficient deterrent for this unsatisfactory class.

The following subjects show the greatest gain in the number of students in attendance:

Physics, 40; Domestic Science, 23; Economics, 20; Mechanical Drawing, 18; Sociology, 15; History, 15; and Latin, 14. The most marked falling off was in Education, 48; English, 36; Romance Languages, 13; Mathematics, 11; and Physical Education, 10.

A study of the enrollment in Education, where the number is 426, as compared with 474 in 1905, and 702 in 1903, emphasizes the correctness of the opinion previously expressed that the educational advantages offered by the Summer Session are now appreciated not only by those who are employed in teaching during the academic year, but by an ever increasing number of those who desire to shorten or supplement their collegiate or technical training by employing the summer months in study.

In accordance with the suggestions of the Director in his report for 1905, new regulations were adopted by the University Council which encourage graduate work in the summer

by making possible the attainment of the degree of **Master of Arts** through attendance at four Summer Sessions, or at **Higher Degrees** two Summer Sessions and a half-year intervening or immediately following, and by the completion of the required work in this assigned time of residence. In compliance with the provisions of these regulations, 47 graduate courses were offered for 1906. That this liberal offer was appreciated is evident from the large number (166 compared with 120 of 1905) of these students. This liberality on the part of the University will be fully rewarded, for many remain during the academic year, and others, by their appearance in consecutive summers, give assurance of a student body of the highest grade, regular in attendance and persistent in its allegiance.

The teaching staff of the Summer Session of 1906 numbered 62 instructors and 15 assistants. Of these, 35 were of **Teaching Staff** professorial grade. In the Summer Session of 1905 there were 59 instructors and 18 assistants. The following gentlemen, 15 in all, as compared with 9 in 1905, were called to Columbia specifically for Summer Session instruction: — Professor Herbert Vaughan Abbott of Smith College; Professor Herman V. Ames of the University of Pennsylvania; Mr. Cheshire Lowton Boone, Director of Drawing and Industrial Art in Montclair; Professor Earle Wilbur Dow of the University of Michigan; Dr. John Erskine of Amherst College; Professor Frank Albert Fetter of Cornell University; Professor Mellen Woodman Haskell of the University of California; Professor Ernest Norton Henderson of Adelphi College; Mr. George Holston of the Columbia Grammar School; Professor George Edwin Howes of Williams College; Dr. Edwin Asbury Kirkpatrick of the Fitchburg State Normal School; Dr. George Kriehn; Professor Frank Gardner Moore of Dartmouth College; Mr. Henry Snyder, Superintendent of Schools, Jersey City; and Professor Frank Thilly of Princeton University.

The number of courses offered in 1906 was 127, as against 122 in 1905. Three new courses were given in German; 2 in **Program of Studies** Domestic Science and Latin; 1 in Drawing, Manual Training, Physical Education, and Physics.

Mineralogy with two courses was substituted for Geology; Organic Chemistry was given in 2 courses instead of 1. There was a loss of 2 courses in Music, and of 1 in English and Romance Languages. In Domestic Science the new courses were Foods, attended by 14 students; Food Production and Manufacture, 17 students; Drawing (Freehand) 16 students; German (Introduction to the Classics, second course) 5 students; Lessing's *Laokoon* and *Hamburgische Dramaturgie* 7 students, also a Proseminar on Lessing, 8 students; in Latin, Horace, Odes and Epodes 12 students; Cicero, *De Senectute* 13 students; in Physical Education, Play and Games 8 students.

Care was taken to arrange an alternation of courses so that students attending in consecutive Summer Sessions might be provided with a changing curriculum suited to their needs. This was particularly true of the languages and in graduate work, where the Summer Session must so alternate courses as to give the student an opportunity to complete his study in the time recognized as residence. Graduate courses leading to the degree of A.M. were offered in Chemistry (7); in Economics (1); Education (5); English (3); German (5); Greek (1); History (2); Latin (3); Mathematics (2); Philosophy and Psychology (7); Physical Education (2); Physics (2); Physiology (4); Romance Languages (1); Sociology (2)—total 47, as against 29 in 1905.

As suggested in the Report of 1905, the fractional credits assigned to various courses have been abolished. This was accomplished by doubling the number of points so that they might correspond to the recently adopted curriculum of Columbia College. The rule limiting students to courses aggregating six points, that is to three courses, is unsatisfactory for at times it works unfairly, depriving them of the third course, *e. g.*, when the credits of the two courses elected may be of two and three points value, respectively. This is due somewhat to the endeavor to make the designated values of Summer Session courses correspond exactly to those of the academic year throughout the University. This difficulty may be remedied and the effect of this variation in values may be nullified by increasing the number of points allowed the Summer Session student, so that any possible combination

may give at least three courses. The present rule is based on the system of fifteen hours per week in the academic year as allowed to students of Columbia College. This number has now been increased to nineteen, with the privilege of additional hours by permission of the Dean. In view of these considerations and recognizing the high standard of the work of the Summer Session, I would recommend that students paying the present fee of \$30 be allowed to take courses aggregating six points, and that they be permitted to increase this number to eight with the understanding that they shall pay an additional fee of \$5 for each point exceeding the six originally granted. This would not apply to graduate students, inasmuch as they are prevented by the special regulations from exceeding three hours.

Special attention has been given this summer to making the stay of the student at Columbia attractive. Music has been furnished every Tuesday and Thursday evening by an orchestra stationed on the steps of Earl Hall. These concerts have been greatly appreciated, and have been attended by many of the students and their friends. Two receptions to the officers and students were given in the University Gymnasium on the evenings of Thursday, July 12, and Thursday, August 9. Music and refreshments were provided. An unusually large number of students attended these social gatherings, which were successful largely because of the interest and assistance of Dr. Meylan, under whose direction they were given.

The course of lectures open to the students and to the public in general, was given by members of the teaching staff of the Summer Session on Tuesday and Thursday afternoons from July 10 to August 9. The list of these lectures is given on page 74.

The usual success has attended the efforts of Mr. Benjamin Richard Andrews, who has planned and conducted the excursions to historical sites in and about New York, as well as to the Museums. The following is a list of these excursions, with the number of those taking part:

		Number of Students
July 6	Introductory Lecture—New York and the Visiting Teacher.....	125
7	West Point, N. Y.....	205
9	Metropolitan Museum of Art.....	60
11	Circumnavigating New York by "Seeing New York Yacht".....	71
13	Lecture preparatory to Tarrytown Trip.....	75
14	Tarrytown and Sleepy Hollow.....	227
18	American Museum of Natural History.....	32
21	U. S. Immigrant Station, Ellis Island, Educational Alliance and University Settlement.....	230
25	Bronx Park.....	65
28	City Children's Institutions on Randall's Island..	70
Aug. 1	Colonial Museum, Van Cortlandt Park.....	65
4	Seabright, N. J.....	47

As the largest number attending any one of these excursions in 1905 was 225, and this only on one occasion, it may readily be seen that unusual interest was manifested in this instructive and attractive method of becoming acquainted with New York and its environment.

In making plans for the Summer Session of 1907, it is well to keep in mind the lessons which may be drawn from a study of the registration. It is evident that the Summer Session should offer, as far and as rapidly as possible, courses in all the subjects that are given during the academic year. Expansion in this direction has been met by increased attendance, and the Summer Session should aim to approximate, as far as its finances will allow, to the scheme of study of the academic year, simply continuing the work of the University during the summer. For the coming summer I would recommend that courses be given in Botany, Geology and Zoölogy. I would also repeat the recommendation of other years that courses be offered in some department of law. Much may be done to strengthen the work in Education. There is a call for courses in Sewing and for instruction in Kindergarten Principles and Practice. The interest which has recently been shown in the care and instruction of the atypical child suggests the advisability of offering a course in this most important side of educational theory and practice. A course in Sunday School instruction would also be appreciated by many Summer Session students. In English, Elocution should be given, with a new course in

literature of a graduate grade. Additional courses should also be offered in Economics and History.

It is very desirable, in view of the fact that over a thousand students are centred about the University during July and August, that special arrangement be made to provide religious services, at least on the morning of every Sunday. As St. Paul's Chapel is now completed such arrangements could be readily made and the appointment of a university preacher for the summer would aid greatly in this endeavor to consider the religious welfare of the students.

Courses in medicine were offered for the fourth summer at the College of Physicians and Surgeons. These were given for the benefit of practicing physicians and students of medicine and surgery. They opened on June 4 and continued until September 1. A very elaborate program of fourteen subjects, given in twenty-six courses, varying in length from three to six weeks, was prepared for the students in medicine. The following table shows the instructors whose courses were selected, and the number of students:

	Graduates	Medical Students	Total
JOHN H. P. HODGSON, M.D., Dermatology.	2	0	2
JAMES RAYNOR WHITING, M.D., Genito-Urinary Diseases.....	2	0	2
WILLIAM S. STONE, M.D., Gynecology....	1	1	2
LUCIUS WALES HOTCHKISS, M.D., Hospital Surgery.....	2	0	2
SAMUEL WOOD THURBER, M.D., Laryngology	1	0	1
GEORGE HOPE RYDER, M.D., Obstetrics...	4	23	27

The number of those attending has been gradually decreasing, showing that the present arrangement is not adapted to the needs of medical students. It would seem advisable to adopt an entirely different plan if these summer courses in medicine are to be maintained. I venture to suggest, first, that all the courses offered be made of such importance as to call for recognition as part of the regular medical instruction leading to the degree; second, that the plan which has been so successful in the established Summer Session of the University be adopted for the School of Medicine.

Respectfully submitted,

JAMES C. EGBERT, *Director*.

August 16, 1906.

EXTENSION TEACHING

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to submit the second annual report of Extension Teaching, being that for the academic year 1905-06.

The year that has just ended has been favorable as respects both the number of courses offered and the number of students in attendance.

I. Courses Given at the University

Extension Teaching has enrolled for courses given at the University 1201 persons. It has offered, under its own administration, at the University, 61 courses. Of these 52 courses were of collegiate character (30-90 hours), credited towards the diplomas in teaching and the degree of B.S. These courses were entered by 801 students, whose class registrations were 1162. It also offered non-credit courses, 9 in number, entered by 125 students, whose class registrations were 132.

Teachers College has co-operated with us in the education of non-collegiate students. It has offered certain of its courses at what might be called Extension hours, late afternoons and Saturday mornings. By reason of this teachers in service have been able to avail themselves of Teachers College courses, and when candidates for degree or diploma to satisfy in part the requirements. This arrangement has been a distinct gain to non-matriculated students as well. We have registered in such courses qualified non-matriculated students to the number of 314, with class regis-

trations of 450. On the other hand, Extension courses are available for non-resident candidates for degrees and diplomas in Teachers College and have been entered by 163 matriculated students, with class registrations of 247.

This attendance of 1201 students at the University is a remarkable advance. For among the students of 1904-05, when the registration was 1184, were included 290 students in the special courses of Physical Education. During 1905-06 these courses have been administered solely by Teachers College, and the students in such courses do not appear on our rolls. Our register this year shows, therefore, a gain of 307 students, or 35 per cent., in academic and professional courses.

The registration by departments is as follows:

1. CREDIT COURSES OF EXTENSION TEACHING

(The parenthetical number represents the number of courses given.)

Anthropology (1).....	7	Italian (1).....	5
Architecture, History of (1)...	25	Manual Training (3).....	61
Botany (1).....	7	Mathematics (3).....	39
Comparative Literature (1)...	24	Music (6).....	70
Domestic Art (5).....	57	Philosophy (1).....	10
Education (1).....	20	Physical Education (1).....	16
English (8).....	446	Physical Science (2).....	30
Fine Arts (3).....	99	Physics (1).....	9
French (3).....	52	Political Science (1).....	10
Geography (1).....	17		—
German (5).....	91	Courses 52	
History (3).....	68	Registrations 1,162	

2. NON-CREDIT COURSES OF EXTENSION TEACHING

Domestic Art (1).....	14
Domestic Science (7).....	108
Music (1).....	10

Courses 9. Registrations..... 132

3. EXTENSION STUDENTS IN COURSES OF TEACHERS COLLEGE

Biblical Literature (2).....	8	Kindergarten (10).....	54
Biology (3).....	7	Manual Training (5).....	10
Domestic Art (8).....	19	Mathematics (3).....	5
Domestic Science (8).....	25	Music (4).....	5
Education (12).....	91	Nature Study (1).....	1
English (7).....	27	Physical Science (3).....	5
Fine Arts (5).....	141	Physical Education (8).....	20
French (2).....	3	Psychology (C. U.).....	1
German (3).....	10	Physics (C. U.).....	1
History (5).....	19	German (C. U.).....	1

Courses to which Extension students were admitted, 92

Registrations 450

II. Courses given away from the University

The courses of collegiate character given away from the University were 17 in number. In co-operation with the Brooklyn Institute's School of Pedagogy we offered ten courses; Principles of Method in Study and Instruction **Credit** (McMurry, Strayer—56), Principles of Education **Courses** (Monroe—36) General Psychology (Thorndike—27), Victorian Poetry (Baker—25), Teaching English in Elementary Schools (Baker—15), German A (Heuser—6), German B (Remy—9), Advanced German—Lessing, Schiller, Goethe (Hervey—9), German-Practical Course (Remy—7), Old Testament Literature (Hodge—13), Sunday-School Instruction (Hodge—8). Total registration 214.

In co-operation with the Brooklyn Teachers' Association we offered two courses: E. English 35a-36a—Shakspeare (Sykes—86); E. Education 79a—Teaching Mathematics in Elementary Schools (Upton—69). Total registration 155. In co-operation with the Board of Education, New York City, we offered one course—E. English 23a-24a—History of English Literature in the XIX Century (Sykes—1055). In co-operation with the teachers of Paterson, N. J., we offered one course—Education Aa (Thorndike, with the co-operation of other professors—88). With the co-operation of the Superintendent of Schools, Englewood, N. J., we offered one course—E. English 23a-24a—History of English Literature in the XIX Century (Sykes—98). In co-operation with the Trustees of the Mechanics Institute, New York City, we offered one course—E. Education 33a-34a—Methods of Teaching in Elementary Schools (Strayer—21).

The total registration in credit courses given away from the University was 1631. In 1904-05 our registration in similar courses was 702. Our gain, therefore, during the present year has been 929, or 130 per cent.

The short courses of lectures described in the Announcement of Extension Teaching of 1905-06 and available for local centres were 122 in number, covering **Non-Credit** (Short Lec- the main departments of college and university **ture-Courses**) instruction. Of these, 53 courses of six lectures (average) each

were given:—in co-operation with the Board of Education of New York City, 42 courses; in co-operation with the Brooklyn Institute, 3; and in other local centres, 8. The average attendance in our short courses increased from 187 in 1904-05 to 228 in 1905-06.

The departments chiefly called upon for this work, with the noteworthy courses, were (the parenthetical figures represent the number of lectures in the course, and the figures the average attendance): Anthropology—"The Life of Primitive Peoples" (6), Wissler—104; Architecture—"Great Cities" (5), Hamlin—294; Astronomy—"The Solar System" (6), Mitchell—170, repeated, 260, and 67; Domestic Science—"Common Foods" (4), Barrows—101, repeated, 192; Education—"Administration of Schools and Teaching" (4), Dutton—41; "History of Education" (6), Monroe—252; Literature—"American Writers" (4), Page—80, repeated (5), 125; "American Poets" (6), 74, repeated, 135; "American Writers" (6), Hamilton—130; "English Literature" (6), Jackson—194; "Representative German Writers" (5), Tombo—108. The fine arts offer a lecture field of unusual interest and opportunity, which our lecturers have turned to account: "Wagner and the Music Drama" (8), Surette—1103 (Cooper Union); "Classical and Romantic Composers" (9), Surette—770 (Morris High School); "Great Masters of Music" (10), Mason—259 (Educational Alliance); repeated, 407 (Manual Training High School, Brooklyn); "Folk Music" (5), Hofer—123; "Folk Songs," (5) Hofer, 109, and, repeated, 271; "Art Appreciation" (5), Dow—209 (Board of Education Hall). History, well adapted for presentation by public lecture, is one of the chief intellectual interests of the community. We gave: "History of Civilization" (8), Canfield—210 (Girls' High School, Brooklyn); "Expansion of the United States" (6), Beard—276; "French Revolution" (6), Cohn—195, and, repeated, 170; "American Government" (5), Haworth—96; "German Civilization" (5), Richard—85. Irish History proved of unexpected interest, Mr. Johnston's course of five lectures being in request for four courses—Columbus Hall, 835, Lafayette Hall, 480, P. S. 14, Manhattan, 186, McCaddin Memorial Hall, 422. Of the science courses, special mention may be made of the course on "Metallurgy of Iron and Steel" (6), Stoughton—196, repeated (Cooper Union), 742, and Board of Education Hall, 165; physics, "Fundamental Phenomena and Hypotheses of Modern Physics" (5), Hallock—167 (Board of Education Hall); zoölogy, "Principles of Biology and Zoölogy" (8), Crampton—128.

The lecture-courses offered in local centres show a large increase. With an average of six lectures to each course, the courses increased in number from 34 offered in 1904-05 to 53 in 1905-06; the attendance increased from an average of 187 at each lecture in 1904-05, to 228 in 1905-06; and the total attendance at the courses increased from 5785 to 12,112,—a gain of 109 per cent.

This field of work is capable of great expansion, and the need of additional effective instructors, especially in history, literature, and political science, is urgent.

**REGISTRATIONS IN COURSES; AND STUDENTS ENROLLED
1904-05 AND 1905-06**

At the University			Away from the University		Students and Auditors
Registrations		Students	Students		
In credit courses	In non-credit courses.		In E. credit courses.	In E.non credit courses.	Total
1904-5 E. Courses.....778 T. C. Courses...466 ————— 1244	E.courses 448	1,184	702	5,785 (audi- tors)	7,671
1905-6 E. Courses 1162 T. C. Courses 450 C. U. Courses. 3 ————— 1615	E. courses 128	1,201	1,631	12,112 (audi- tors)	14,944

The officers of instruction of the faculties and schools of the University who have taken part in Extension Teaching number 34 professors, 13 instructors, 11 tu- Officers of
tors, 10 assistants, 8 lecturers. The officers of Instruction
Extension instruction not otherwise connected with University
courses number 9 lecturers. The various officers of instruction
have co-operated cordially in the work of Extension Teaching,
and by their cordial co-operation its work has alone been made
possible. Extension Teaching has offered them in return a
means of effective public service, and a more profuse honor-

arium. The value of our work in the augmentation of University salaries is not slight. Its influence in this respect has been noted especially among the younger officers of instruction, with whom, one might say, to marry is to give hostages to Extension Teaching.

We have to chronicle this year our first gift. The Froebel League of New York City has generously agreed to maintain **Extension** for three years a lectureship in **Extension Lectureship** Teaching in the department of Kindergarten Education. The lecturer appointed on this foundation is Mrs. Marion B. B. Langzettel.

Syllabi. The following syllabi have been added to our publications during the current year:

Series A (COLLEGIATE COURSES)

- A, 14 ENGLISH HISTORY TO THE TUDORS. By Dr. C. A. Beard.
A, 15 ENGLISH HISTORY FROM JAMES I. By Dr. C. A. Beard.

Series B (SHORT COURSES)

- B, 17 THE GREAT MASTERS OF MUSIC. By Mr. D. G. Mason.
B, 18 THE METALLURGY OF IRON AND STEEL. By Professor Bradley Stoughton.
B, 19 THE HISTORY OF AMERICAN POETRY. By Professor Curtis Hidden Page.

With respect to our syllabi, it is perhaps permissible to note that they are singled out for especial praise by Dr. Ernst Schultze in his report on the extension of University teaching in the United States, published in *Comenius-Blätter für Volkserziehung*, 1906, Heft 1.

The duty imposed on the Administrative Board of providing "instruction for the benefit of students not able to attend **Establishment** the regular courses of instruction" is still **of Evening** perfectly fulfilled by the courses we have so far **Courses** offered. There are many young men and young women prepared for college work whose occupations in business preclude their attendance at our afternoon and Saturday courses. That this class exists and is large is demonstrated by the interest manifested in our evening courses in the Brooklyn Institute and the Board of Education, in the large development

of evening high schools in New York City, in the large attendance at the professional courses in such institutions as the Cooper Union. Extension Teaching in the natural development of its express function must manifestly offer instruction to that special class by the establishment of evening courses. The Administrative Board has authorized, therefore, for 1906-07, the giving of courses in the class-rooms of Teachers College, on Tuesday and Thursday evenings. Lacking endowment or special appropriation we must begin simply, with a few fundamental courses. We shall offer courses in education, English, mathematics, physics, philosophy, Spanish, domestic science.

It is hoped that the resources of Extension Teaching will be sufficient to maintain this new department of work till it will have had the opportunity to demonstrate its value. It may be that we shall open up a large field of educational activity, turning to account class-rooms that would otherwise be unoccupied, and reaching many who would otherwise, because of their obligation of earning a livelihood for themselves or others, be shut out from the advantages of higher education.

Respectfully submitted,

FREDERICK H. SYKES,

Director.

THE GYMNASIUM

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to present herewith the report of the Director of the University Gymnasium for the year ending June 30, 1906.

The past year has been marked by unusual activity in the department of physical education. The problem of accommodating the largest number of students with the **New** space and equipment at our disposal has been solved satisfactorily by the new schedule, placing all the regular required courses before two o'clock. This arrangement is advantageous not only from the standpoint of administrative economy in making larger use of an expensive equipment, but it gives opportunity to a greater number of students to use the gymnasium for individual exercise and the practice of indoor athletics during the afternoon.

The room previously used by the rowing club having been converted into a restaurant, the rowing machines were moved to the gymnasium in December and used daily by about eighty men until the middle of March.

Besides the oarsmen, about two hundred candidates for the basketball, baseball, lacrosse, cane spree, wrestling, track, and gymnastic teams practised in the gymnasium during the afternoons.

With the large number of students engaged in the various athletic activities, it becomes increasingly difficult every year **More** to accommodate the hundreds of officers, graduate **Room** students, and undergraduates who frequent the **Needed** gymnasium for general exercise and recreation. The room is so crowded between four and six o'clock that the

optional class in hygienic gymnastics, taught daily at five o'clock, is carried on with increasing difficulty. Further expansion in the practice of indoor athletics is impossible unless additional room is provided.

In view of the present tendency for a larger participation of students in intracollegiate athletics it would be highly desirable to enlarge our facilities. The most urgent need is four or more rooms for the practice of indoor games and sports; one for the rowing machines, one for additional handball courts, one for boxing, and one for basketball and other games. I beg to recommend that some of the rooms in University Hall now used by departments which will move to Hamilton Hall be made available to increase the Gymnasium facilities.

I would also beg to suggest that, if possible, the roof of University Hall be so constructed as to afford a large space for handball and other sports. The practicability of roof playgrounds in New York City has been fully demonstrated in several educational institutions. In one school the roof gymnasium was used more than 80 % of the school days during the past year.

The changes in the course of study of Columbia College which went into effect at the beginning of the last academic year made it necessary to introduce some radical modifications in the conduct of the courses in physical education.

The relation of these courses to other academic work was changed by bringing them under the same regulations as other academic courses and giving positive credit for this work towards the bachelor's degree. The beneficial effect of this modification was noted in a change of attitude on the part of the students. Whereas in former years they were inclined to look upon required gymnasium attendance as a sort of penalty, they regard it now as regular academic work with a definite aim. This change of attitude is manifest in greater regularity of attendance, increased interest, and earnest effort in doing the prescribed work.

The scope of the courses was increased by the addition of six lectures on personal hygiene, a more thorough organization

of the instruction on apparatus, and the requirement of a swimming test.

An examination was held at the end of the term and the students were graded as in other courses. The standard of **Exami-** proficiency in assigning marks, as pointed out in **nations** my last report, is not based on gymnastic skill, but on a knowledge of the fundamental laws of healthful living, and the ability to carry, handle, and control one's body easily and well under all conditions. For the purpose of testing all these qualities, five tests are used: first, a written test on personal hygiene; second, a test in calisthenics and marching (subjective control); third, a test in vaulting, jumping, etc. (objective control); fourth, an endurance test; and fifth, a swimming test. In the sophomore year, an athletic test is substituted for the swimming test. A minimum passing mark of 50 % is required in each of the five parts of the examination.

Another phase of the work of this department which is growing rapidly is the calls from colleges, schools, settlements, **Calls from** and other institutions for advice and suggestions **Other In-** on the construction, equipment, and administra- **stitutions** tion of gymnasia, and the selection of directors and teachers of physical education.

The following statistics give an idea of the work in the University Gymnasium during the past year.

STATISTICS—UNIVERSITY GYMNASIUM

1905-1906

Number of students and officers who paid the Gymnasium fee	1,724
Number of lockers in use.....	1,591
Total attendance in the department during the year	79,752

MONTHLY AND AVERAGE DAILY ATTENDANCE

Year	Month	Total	Average, daily
1905	September	1,200	200
1905	October	8,819	343
1905	November	9,699	400
1905	December	9,468	510
1906	January	9,086	404
1906	February	9,861	424
1906	March	11,168	414
1906	April	8,662	393
1906	May	9,589	365
1906	June	2,200	275

REPORT OF THE DIRECTOR

177

Average daily attendance during academic year.....	373
Number of students in required classes (College 297, Science 201, Fine Arts 20).....	518
Number of sessions of required classes.....	298
Number of sessions of optional classes.....	191
Total attendance at required classes.....	13,644
Total attendance at optional classes.....	4,208
Number of physical examinations made.....	645
Number of special strength tests made.....	36
Number of students who passed required swimming examination.....	244
Number of students under instruction in swimming.....	56
Number under instruction who passed swimming examination.....	41
Number of students passed for athletics.....	237
First-class athletics.....	140
Second-class athletics.....	67
Third-class athletics.....	30
Number of conditional athletic pass-cards issued.....	8
Number of students who were refused permission to engage in athletics.....	5
Number of students in training for the various sports.....	625
Distributed as follows:	
Football.....	91
Track.....	88
Crew.....	81
Baseball.....	70
Cane Spree.....	54
Lacrosse.....	53
Hockey.....	40
Basketball.....	35
Swimming.....	21
Soccer Football.....	20
Wrestling.....	17
Fencing.....	17
Gymnastics.....	13
Tennis.....	11
Bowling.....	7
Golf.....	7

Respectfully submitted,
 GEORGE L. MEYLAN,
Director.

REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to submit herewith the annual report of the Secretary of the University for the academic year ending June 30, 1906.

There has been during the year no change in the routine of the office except that it has become possible for us to be of **Printing** some assistance to the Clerk of the Corporation and in matters of clerical detail. The policy outlined in **Distribution** my last report with regard to the preparation and distribution of the Bulletins of Information has been carried forward. Several of the Divisions have prepared valuable distribution lists, and the others will, I hope, see their way to doing so during the ensuing year. The separate Announcements of the courses in Engineering have been combined in a single pamphlet, and the following Announcements have been issued for the first time:

Courses on the Comparative Study of Religions.

Instruction for Graduate Students leading to the degrees of Master of Arts and Doctor of Philosophy—a most valuable bulletin, prepared by Professors Munroe Smith and Perry.

Courses in the Science of Language and Linguistic Courses under the Several Departments.

Yale-Columbia Courses in Preparation for Foreign Service.

Another pamphlet which, though not issued through this office, should be included among the University documents, is the list published by the Alumni Council of the officers of the various alumni clubs and other organizations throughout the country, a total of 132 names.

The general correspondence is already indicating the value of Professor Tombo's visit to the alumni organizations; and

the interest of the alumni in all matters relating to the University revealed by these yearly visits brings up the question whether it would not be well in the future **Alumni** to lay before the alumni through their organiza- **Visitor** tions some of our educational questions as they arise—or at any rate encourage them to take up the questions for themselves. The report of the Associated Harvard Clubs upon the question of establishing at Harvard a three years' course for the degree of A. B. (submitted at Chicago, May 26, 1906) shows how thorough and how valuable an inquiry of this kind may prove.

One danger, which seems to me a very serious one, is becoming more and more evident from the tone of letters and of personal inquiries. The unit system of **Credits** credits, (the "point" system, as we call it), which **and** has been adopted in our undergraduate colleges is **Values** unquestionably more logical and fairer to the individual than the old system of promotion from class to class, but it gives to the very minds that most need the true academic point of view the feeling that education is a matter of bookkeeping and that those courses are of the greatest value for which the largest number of points may be obtained for the least actual work. This conception is not confined to the undergraduate schools, and it is not an unusual thing for a college graduate to ask, in all seriousness,—“How many courses must I take to get the points for my Ph.D.? I have to write a thesis too, don't I?” The public statements in the bulletins, particularly that on “Instruction for Graduate Students,” are clear enough, but the spoken word is much more weighty than the printed and some of our officers have, perhaps, come to think in *points* and *courses*, and in speaking to students to forget that this generation also is one that “seeketh for a sign” and how great is the necessity for emphasizing the fact that the real values can never be credited on an academic ledger of man's devising.

As a result of our share in the administration of the fellowships, scholarships, and prizes, I am moved to sug- **Academic** gest in the near future a careful study of the whole **Awards** scheme of awards. The University expends annually for these

450 appointments, almost \$75,000, and there are each year approximately 1000 applications for them, yet there is no way for one department to know what another is doing. The same man, for example, was recently appointed simultaneously to a University scholarship and to a Teachers College scholarship. Pulitzer scholarships have conflicted more than once with other appointments. (These latter scholarships, by the way, which are open to students under any of the faculties of the corporation, except Medicine, are under the control of no regular scholarship committee of the University.) There is no uniformity among the different committees with regard to the academic standard required for appointment and reappointment, nor is there any with regard to the matter of splitting scholarship stipends.

The change to the half-year as the unit of teaching and registration, the new system of fees in Columbia College based upon enrolment hours, and the fact that College students may devote two years exclusively to the work of some professional faculty, all suggest topics for such an inquiry as I have suggested. The present situation, for example, is that if a student, following the advice of the University, enters Columbia College before taking up his professional work in medicine or applied science he is eligible during the first two years of his professional training (the last two years of candidacy for the Bachelor's degree) to compete for scholarships worth only \$150, although his tuition amounts to \$250; whereas the student who disregards the advice of the University and enters the professional school direct may receive during these years a scholarship with a stipend of \$250. Now that the Summer Session is upon a permanent basis, the question of scholarships for its students should also receive consideration.

Another subject for study might be the lack of interest in the prizes now offered to students. Excepting the Curtis medals, there were, so far as our records show, only six applications in all for the six medals and prizes open upon application to college students in 1906, there being no applicant whatever for two of the prizes. If it is not possible to increase the interest in these awards among the students, it might be well

to consider the possibility of converting the endowments, by process of law, as was done in the case of the Harsen Prizes, so that they may be used for scholarships.

During the year I had the privilege of studying the administrative systems of the University of Chicago, Stanford University, and the University of California, and, **Printing** following out a suggestion received at Berkeley, **Machinery** we have this year installed an inexpensive typesetting machine which will, I trust, materially reduce our expenses for printing. The experiment is particularly interesting because it may throw some light on the advisability of installing a complete printing plant at the University. The two institutions in the country whose typographical output is comparable with our own,—Harvard University and the University of Chicago—both have their own presses. Entirely apart from questions of convenience and æsthetic pleasure, it may be that, just as our central power plant, expensive though it was to install, is more economical than the purchase of power from outside would be, our printing has reached the point where it would be wise for us to do it ourselves.

Another example which it might be well for us to follow is that of organizing a corps of student guides. The University is a public institution, one of the show **Student** places of the city, and, with the beautiful Chapel **Guides** and the other new buildings, we may expect a constant increase in the number of visitors. At present we have no suitable way to look after them. With a modest appropriation for the purpose, it would be a simple matter, as soon as a visitor comes to the University, to turn him over promptly to the care of some intelligent student.

The public ceremonies of the University during the past year have been unusually successful. After the session of the National Educational Association at Asbury Park, **Academic** a reception was given to the members on Saturday, **Meetings** July 8, and on the following day a religious service was held in the Gymnasium, with the Rev. Lyman Abbott as the preacher and the choral service under the direction of Mr. Richard Henry Warren. The opening exercises in September are now so well attended by officers, students, and friends

that they are approaching Commencement in dignity and importance. These exercises are of value not only in giving the new students the feeling that they have become citizens of no mean city, but indirectly in starting the whole machinery of instruction and administration more promptly.¹ The reception to the newly appointed professors offers an opportunity which should be embraced by more of the members of the University and their families. The student teas and the faculty receptions have been well attended and the thanks of the University are certainly due to the ladies who have organized and maintained them.

In spite of an increasing number of appeals, fewer admission tickets were issued for Commencement than in past years, and some of the overcrowding was thereby avoided. The alumni luncheon was attended by about 600 men. This taxed the present accommodations of the temporary Memorial Hall about to the utmost and emphasized the need of a real Alumni Hall. Two features of the exercises which call for special mention were the admirable addresses of Mr. James Douglas to the graduates in Applied Science and of Mr. Charles Francis Adams to the members of Phi Beta Kappa and their friends.

On January 14 an impressive memorial service for President Harper of the University of Chicago was held at the University, the speakers being the Presidents of Princeton University, of Columbia University, and of the Union Theological Seminary.

The first meeting of the Association of Colleges of the State of New York, an informal organization suggested at the last University Convocation at Albany, was held at Columbia University on April 19.

The official list of public lectures (see page 168) does not give an adequate idea of the opportunities of our students to come into touch with men and women of distinction outside of the classroom. The authorities of

¹ According to statistics gathered in 1902—and it is not probable that the conditions have changed since—Columbia University pays more *per capita* for administration than any other University in the country, and we ought certainly to be able to lead the others in the matter of getting under way in the fall.

Earl Hall made provision for several excellent addresses, and the Academy of Political Science, King's Crown, the Barnard Union, and many of the departmental societies also had outside speakers at meetings held at the University.

According to statistics gathered for the Carnegie Foundation the average age at which officers enter the ~~Miscellaneous~~ several grades and the average duration of service in each are, for Professors, 36.2 and 8.3 years, respectively; Adjunct Professors, 32 and 4.8; Instructors, 29 and 4; Tutors and Lecturers, 25 and 3.9; Assistants, 24.2.

The University was represented at academic meetings held elsewhere as follows:

At the installation of President James at the University of Illinois, by Professor Cattell; of President Demarest at Rutgers College by Professor Brander Matthews.

At the Franklin Bi-Centenary, Philadelphia, by Professor Sloane and Mr. Pine; at the meeting of the Association of American Universities at San Francisco, by Professor W. H. Carpenter and Mr. Keppel; at the Association of Colleges and Preparatory Schools of the Middle States and Maryland, by Professor Fiske and Professor McCrea; at the Association of American Medical Colleges at Pittsburgh, by Professor Lee; at the Council on Medical Education of the American Medical Association at Chicago, by Professor Lambert; and at the Association of American Law Schools at Narragansett Pier, by Professor Dennis.

Meetings of the University Council and of the several Faculties and Boards were held as follows:

University Council.....	5	meetings
Committee on Higher Degrees.....	8	"
Faculty of Columbia College.....	5	"
" " Law.....	3	"
" " Medicine.....	9	"
" " Applied Science.....	4	"
" " Political Science.....	3	"
" " Philosophy.....	5	"
" " Pure Science.....	3	"
" " Fine Arts.....	1	"
" " Barnard College.....	4	"
" " Teachers College.....	4	"
" " College of Pharmacy.....	3	"
Administrative Board, Summer Session.....	2	"
" " Extension Teaching.....	7	"

Leave of absence during the year 1905-06 was granted to the following officers :

JOHN KROM REES, E.M., Ph.D., Rutherford Professor of Astronomy.
EDWIN R. A. SELIGMAN, Ph.D., LL.D. (Sabbatical), McVickar Professor of Political Economy.

CALVIN THOMAS, LL.D. (Sabbatical), Gebhard Professor of the Germanic Languages and Literatures.

EDWARD H. CASTLE, A.M., Professor of History in Teachers College.

FRANCIS E. LLOYD, A.M., (2d half-year), Adjunct Professor of Biological Science in Teachers College.

CHARLES A. STRONG, A.B., Professor of Psychology.

GEORGE S. FULLERTON, Ph.D., LL.D. (2d half-year), Professor of Philosophy.

JAMES S. C. WELLS, Ph.D., Adjunct Professor of Analytical Chemistry.

JAMES T. SHOTWELL, Ph.D., Adjunct Professor of History.

JOSEPH C. PFISTER, A.M., Adjunct Professors of Mechanics.

VIRGINIA C. GILDERSLEEVE, A.M., Tutor in English in Barnard College.

Leaves for a shorter time were granted to Professor Crampton to undertake zoölogical researches in the Island of Tahiti for the American Museum of Natural History, and to Professor Devine to act as the representative of the National Red Cross in the relief work at San Francisco after the earthquake and fire.

Mr. R. A. Meyers resigned his position on April 1 to enter the service of the New York Telephone Co. The great value to the University of his three years of service needs **Personnel** no comment here and has already been spoken of in the *University Quarterly*. His place as Secretary of the Employment Committee has been taken by Mr. Frank D. Fackenthal, who received the degree of Bachelor of Arts in February, 1906.

On January 16, Mr. William H. H. Beebe, who organized this office when Mr. Low became President and who remained at its head until December 31, 1901, died after a long illness. His death means to the University the loss of a most loyal supporter, and to those of us who had the privilege of working with him, the taking away of a warm personal friend.

Respectfully submitted,

F. P. KEPPEL,

Secretary of the University.

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I have the honor to submit herewith the annual report of the Registrar of the University for the academic year ending June 30, 1906. This report includes the usual statistics covering the enrolment, geographical distribution, and previous education of the student body, as well as of the number of degrees granted at Commencement, of the age of College and applied science students, etc. A number of additional tables containing information with reference to the non-professional graduate faculties of political science, philosophy, and pure science have been added, and will, I trust, prove of interest. The statistics for the summer session of 1906 are also appended. The detailed tables embracing the titles of the courses given during the year, the names of the respective instructors, the number of hours a week for which the courses have been scheduled, and the number and classification of students in attendance on the courses, have been prepared as in previous years. They are omitted from this report on account of their great length, but may be consulted at any time in the office of the Registrar.

A small decrease has been suffered in the total enrolment of the University during the year covered by this report, but this loss is due in large measure to the increased requirements demanded by the various professional faculties. One of the most satisfactory features of the registration is the increase in Columbia College, the entering class of which is the largest in the history of the University. For the first time students were admitted to the College in February and thirty men availed themselves of this privilege. It should be noted that this gain in the enrolment of the College has

been made in spite of the losses that are suffered by reason of students graduating in less than four years. In the present graduating class of one hundred and eight, fourteen completed their course in three years, and four in three and a half years, and the number of those taking advantage of the summer session and of the opportunities offered by the new program of study to shorten the time of residence will no doubt grow rapidly. As may be seen from Table II, the College has grown from 403 to 589 students in seven years. Barnard College shows a slight gain over last year, its entering class being practically of the same size as that of 1904.

The total enrolment of the non-professional graduate faculties of political science, philosophy and pure science continues to increase, there being almost twice as many students registered in these faculties last year as there were six years ago—that is, 861 in 1905-06, as against 442 in 1899-1900. The faculty of political science has grown in one year from 162 to 195; the enrolment in philosophy has increased from 449 to 509; while in pure science there has been a slight loss, from 171 to 157. Teachers College has contributed considerably to the remarkable gain in the faculty of philosophy, the number of students primarily enrolled there having risen from 106 in 1904-05 to 137 in 1905-06. The gain in the faculty of political science is the largest that this faculty has experienced in several years, and may be attributed in part to the registration in the courses in social economy offered for the first time during the past year. As for the faculty of pure science, the unusual increase of 1904-05 over 1903-04 was due partly to the fact that graduate students in applied science from the former year on were registered under pure science, as well as to the circumstance that the fees of applied science being \$250 and in pure science only \$150, a number of students holding the baccalaureate degree and entering Columbia on advanced standing, became candidates for the master's degree under the faculty of pure science instead of an engineering degree or the B.S. in chemistry under the faculty of applied science. This year laboratory fees were charged in a number of subjects in pure science, with the result that several holders of baccalaureate degrees have

entered the faculty of applied science on advanced standing instead of becoming candidates for the master's degree under pure science.

All of the professional schools in the Corporation, with the exception of architecture, show a decrease over the preceding year, and the same holds true for the College of Pharmacy—Teachers College and architecture being the only professional departments of the University in which the number of students has increased. The slight loss in the enrolment of the faculty of applied science is due almost entirely to increased requirements for advancement. The new system of prerequisites has been administered strictly, with the result that a number of students who were unable to maintain a fair standard in their work were dismissed from the University. Under fine arts there is a noticeable increase in architecture—from 78 to 107, the gain being due to the adoption of the certificate course and the *atelier* system, both of which have become decidedly popular.

All three classes in the law school were composed for the first time exclusively of holders of baccalaureate degrees, there being only two such classes in the previous year. From next year on a gradual increase in the enrolment of the entering class of the law school should be noted. To the 74 men in the first-year class should be added 24 seniors from the College, giving a total of 98. The attendance at the medical school will reach its minimum next year, when all of the classes will have entered under the regulations prescribing higher requirements for entrance, which were first made effective in the fall of 1903. There are 13 seniors from the College in the first-year class, bringing the total registration in this class to 93. The number of College seniors registered in the professional faculties of law and medicine will probably continue to increase in the coming years, just as the number of students taking the six-year combined course of the College and applied science is constantly increasing. The entering class of the College of Pharmacy is very much smaller than it was last year, due to increased requirements for admission. In 1904 the entering class was unusually large, inasmuch as a number of students were desirous of entering before the

increased requirements became operative. The most remarkable gain in any of the faculties is found at Teachers College, where there has been a large increase all along the line.

Under extension courses in Table I, students attending away from the University are included for the first time this year, so that the total is of course much in excess of last year's.

Excluding the students in extension courses there have been 4964 students enrolled in the various schools of the University, as compared with 4981 registered in 1904-05, a loss of 0.34 per cent. In the University Corporation (that is, excluding Barnard College, Teachers College, and the College of Pharmacy), omitting the summer session, the enrolment has decreased from 2935 to 2893, for which slight loss I have accounted above. Including the summer session (1905) and making proper allowance for duplications, the enrolment of the Corporation decreased from 3678 to 3624. As for the different faculties, the following percentages of increase or decrease may be noted as against 1904-05: Columbia College, 10.30; Barnard College, 6.56; non-professional graduate faculties of political science, philosophy, and pure science, 10.10; faculty of applied science, 3.49 (loss); faculty of law, 16.13 (loss); faculty of medicine, 21.26 (loss); faculty of pharmacy, 20.14 (loss); Teachers College, 20.00; architecture, 37.18; music, 25.00 (loss); summer session, 5.93; students in extension courses, 50.16.

The recent growth of the student body is shown in the following summary:

1893-1894.....	1804	1899-1900.....	3207
1894-1895.....	1942	1900-1901.....	3761
1895-1896.....	1878	1901-1902.....	4234
1896-1897.....	1946	1902-1903.....	4507
1897-1898.....	2191	1903-1904.....	4709
1898-1899.....	2812	1904-1905.....	4981
	1905-1906.....	4964	

Exclusive of the 1905 summer session there were in the University during the academic year covered by this report 3029 men and 1204 women, giving a total of 4233, as against 3201 men and 1037 women, a total of 4238, during the year 1904-05, and 3100 men and 1166 women, a total of 4266, during 1903-04.

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE
ACADEMIC YEAR, 1905-1906

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total 1906
Columbia College.....	168	133	115	112	61		589
Barnard College.....	111	97	78	81	23		390
Total undergraduates.....	—	—	—	—	—		979
Faculty of Political Science.....	—	—	—	—	21	174	195
Faculty of Philosophy.....	—	—	—	—	22	487	509
Faculty of Pure Science.....	—	—	—	—	10	147	157
Total non-professional graduate students *.....	—	—	—	—	—	—	861
Faculty of Applied Science.....	139	199	115	94	33	—	580
Faculty of Law.....	74	106	93	—	13	—	286
Faculty of Medicine.....	80	83	100	152	22	—	437
Faculty of Pharmacy.....	94	235	—	—	—	24	353
Teachers College.....	28	61	335	275	29	137	865
Faculty of Fine Arts { Architecture	—	—	66	—	32	9	107
{ Music.....	—	—	—	—	27	6	33
Total professional students.....	—	—	—	—	—	—	2661
<i>Deduct double registration †.....</i>	—	—	—	—	—	—	<i>268</i>
Net total.....	—	—	—	—	—	—	4233
Summer Session, 1905.....	—	—	—	—	—	—	1018
Grand total.....	—	—	—	—	—	—	5251
<i>Deduct double registration ‡.....</i>	—	—	—	—	—	—	<i>287</i>
Grand net total.....	—	—	—	—	—	—	4964
Students in extension courses §.....	—	—	—	—	—	—	2832

* The total 861 does not include 82 college graduates in law, medicine, and applied science, who are also candidates for the degree of A.M. or Ph.D.

† The 268 are distributed as follows: 25 students in Columbia University (19 men and 6 women) and 103 in Barnard College are also enrolled in Teachers College as candidates for a professional diploma; 137 Teachers College students are enrolled in the faculty of philosophy as candidates for the higher degrees (93 men and 44 women); 3 students who graduated from Columbia College in February entered a non-professional graduate faculty.

‡ Summer Session students who returned for work at the University.

§ Attending at the University, 1201; attending away from the University, 1631.

TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE
ACADEMIC YEARS 1898-1906.

FACULTIES	1898-1899	1899-1900	1900-1901	1901-1902	1902-1903	1903-1904	1904-1905	1905-1906
Columbia College.....	403	465	476	492	495	504	534	589
Barnard College.....	202	251	301	339	358	403	366	390
Total undergraduates	605	716	777	831	853	907	900	979
Faculties of Political Science, Philoso- phy, and Pure Science *	376	442	466	535	623	692	782	861
Total non-professional graduate stu- dents	376	442	466	535	623	692	782	861
Faculty of Applied Science.....	363	414	498	541	633	650	601	580
Faculty of Law.....	349	380	423	440	461	354	341	286
Faculty of Medicine.....	726	787	797	809	795	674	555	437
Faculty of Pharmacy.....	—	—	—	—	—	—	442	353
Teachers College.....	297	391	528	634	633	688	721	865
Fine Arts { Architecture **	96	77	68	85	84	90	78	107
{ Music ***	—	—	—	—	—	—	44	33
Total professional students	1831	2049	2314	2509	2611	2486	2782	2661
<i>Deduct double registration †</i>	—	—	105	134	132	196	226	268
Net total	2812	3207	3452	3741	3955	3889	4238	4233
Summer Session.....	—	—	417	579	643	1001	961	1018
Grand net total ‡	2812	3207	3761	4234	4507	4709	4981	4964
Students in extension courses §	1173	751	679	900	1196	1590	1886	2738

* Women graduate students registered at Barnard College in 1898 and 1899 but have been included here under the graduate faculties, as they have been so registered since 1900. These figures also include auditors registered in the graduate faculties; these were accounted for separately in all reports previous to 1903; they were abolished in 1905.

** In previous reports architecture was included under applied science.

*** Music was included under Barnard College prior to 1904-05.

† Students in Columbia University and in Barnard College also enrolled in Teachers College as candidates for a professional diploma, Teachers College students enrolled in the non-professional graduate faculties as candidates for the higher degrees, and students who graduated from Columbia College in February and entered a graduate faculty at that time.

‡ Excluding summer session students who returned for work in the succeeding fall.

§ Prior to 1905-06 only such students as were in attendance at the University are included.

The figures in Table III explain the distribution in the different departments of the faculty of applied science during the past year:

TABLE III

1905-1906	First Year	Second Year	Third Year	Fourth Year	Non-matriculants	Total
Chemical Engineering.....	10	—	—	—	—	10
Chemistry.....	4	21	7	—	4	39
Civil Engineering.....	25	30	18	20	3	105
Electrical.....	38	43	25	23	7	141
Mechanical ".....	30	32	17	12	4	95
Metallurgy.....	3	1	2	3	1	8
Mining Engineering.....	30	63	46	20	14	183
Total.....	139	199	115	94	33	580

The growth during the past year in the attendance of students from the various Theological Seminaries in and near New York is shown in the following table.

TABLE IV

SEMINARY STUDENTS

SEMINARIES	Political Science	Philosophy	Pure Science	Total	
				1905-06	1904-05
Union Theological Seminary.....	22	26	—	48	47
General Theological Seminary.....	8	16	—	24	18
Drew Theological Seminary.....	13	10	—	23	10
Jewish Theological Seminary.....	0	11	—	11	13
St. Joseph's Theological Seminary.....	5	1	—	6	5
New Brunswick Theological Seminary.....	0	2	—	2	—
Total.....	48	66	—	114	93

Tables V and VI contain detailed information about the classification of students registered in the non-professional faculties of political science, philosophy, and pure science, while Tables VII and VIII, which have been prepared for the first time this year, give the statistics of the major and minor subjects actually pursued by students in these non-professional graduate faculties during the year covered by this report.

TABLE V

CLASSIFICATION OF STUDENTS REGISTERED IN THE FACULTIES OF
POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE

A—Faculty of Political Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1905-6	1904-5
Primarily registered...	81	41	13	3	94	44	138	124
Seminary students...	45	—	3	—	48	—	48	35
School of Philanthropy	—	3	1	1	1	4	5	—
Law.....	62	—	—	—	62	—	62	93
Instructors.....	2	2	—	—	2	2	4	3
Total.....	190	46	17	4	207	50	257	255

B—Faculty of Philosophy

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1905-6	1904-5
Primarily registered...	142	141	6	5	148	146	294	274
Teachers College.....	92	44	1	—	93	44	137	106
Seminary Students.....	56	—	10	—	66	—	66	58
Law.....	1	—	1	—	2	—	2	1
Instructors.....	10	5	—	—	10	5	15	12
Total..... (Omitting duplicates)	298	190	18	5	316	195	511	449

C—Faculty of Pure Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1905-6	1904-5
Primarily registered ..	93	30	8	1	101	31	132	145
Botanical Garden.....	2	2	—	1	2	3	5	3
Applied Science.....	12	—	1	—	13	—	13	13
Law.....	—	—	—	—	—	—	—	1
Medicine.....	6	—	—	—	6	—	6	29
Instructors.....	17	3	—	—	17	3	20	23
Total.....	130	35	9	2	139	37	176	214

TABLE VI

POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE (TOTAL)

A—By Primary Registration

PRIMARY REGISTRATION	Matriculated		Non- Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1905-6	1904-5
Pol. Sc., Phil., Pure Sc.	316	312	27	9	343	221	564	543
Seminaries.....	101	—	13	—	114	—	114	93
School of Philanthropy	—	3	1	1	1	4	5	—
Botanical Garden.....	2	2	—	1	2	3	5	3
Teachers College.....	92	44	1	—	93	44	137	106
Applied Science.....	12	—	1	—	13	—	13	13
Law.....	63	—	1	—	64	—	64	95
Medicine.....	6	—	—	—	6	—	6	29
Instructors.....	29	10	—	—	29	10	39	38
Total..... (Omitting duplicates)	618	271	44	11	662	282	944	918

B—By Faculties (Total)

FACULTY	Matriculated		Non- Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1905-6	1904-5
Political Science.....	190	46	17	4	207	50	257	255
Philosophy.....	298	190	18	5	316	195	511	449
Pure Science.....	130	35	9	2	139	37	176	214
Total.....	618	271	44	11	662	282	944	918

C—By Faculties (omitting students registered primarily in the professional faculties of Applied Science, Law, and Medicine)

FACULTY	Matriculated		Non- Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1905-6	1904-5
Political Science.....	128	46	17	4	145	50	195	162
Philosophy.....	297	190	17	5	314	195	509	449
Pure Science.....	112	35	8	2	120	37	157	171
Total.....	537	271	42	11	579	282	861	782

TABLE VII

MAJOR AND MINOR SUBJECTS OF STUDENTS IN THE FACULTIES OF
POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE

SUBJECTS	Political Sci.		Philosophy		Pure Sci.		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Administrative Law.....	16	24					16	24
American History.....	22	28		4			22	32
Anatomy.....						1		1
Ancient History.....	4	6		5			4	11
Anthropology.....			7	12		1	7	13
Astronomy.....					3	6	3	6
Bacteriology.....					1	1	1	1
Botany.....					17	11	17	11
Chemistry.....					21	24	21	24
Chinese Lang. & Literature			5	2			5	2
Civil Engineering.....					2	2	2	2
Classical Archaeology.....			6				6	
Comparative Literature.....		1	8	25			8	26
Constitutional Law.....	40	23		2			40	25
Education.....		10	110	116		12	110	138
Electrical Engineering.....					2	3	2	3
English Language & Lit.		6	109	67			109	73
Geology (inc. Palaeontology)					17	16	17	16
Germanic Lang. & Lit.			29	26			29	26
Greek (Inc. Gk. Arch.)			10	22			10	22
Indo-Iranian Lang.			4	10			4	10
International Law.....	5	21					5	21
Latin (Inc. Roman Arch.)		2	37	30			37	32
Mathematics.....				9	21	6	21	15
Mechanical Engineering.....					2	2	2	2
Mechanics.....					5	21	5	21
Medieval History.....	18	24		17			18	41
Metallurgy.....					2	4	2	4
Mineralogy.....						4		4
Mining.....					3	11	3	11
Modern Europ. History.....	9	18		4			9	22
Philosophy.....		11	57	53		2	57	66
Physics.....					14	6	14	6
Physiological Chemistry.....					4	5	4	5
Physiology.....						11		11
Political Economy.....	27	31		2			27	33
Political Philosophy.....	3	9					3	9
Psychology.....		1	9	27		1	9	29
Roman Law & Comp. Juris.	1	3					1	3
Romance Lang. and Lit.		1	26	22			26	23
Semitic Languages.....		2	23	13			23	15
Social Economy.....	19	9		11			19	20
Sociology and Statistics...	60	34		12			60	46
Zoology.....		2		3	30	20	30	25
Total.....	224	266	440	494	144	170	308	330

TABLE VIII

(A)—SUMMARY BY DIVISIONS

DIVISIONS	Pol. Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Biology.....		2		3	52	49	52	54
Chemistry.....					21	24	21	24
Classical Philology.....		2	53	52			53	54
Education.....		10	110	116		12	110	138
Engineering.....					6	7	6	7
Geology, Geography, and Mineralogy.....					17	20	17	20
History, Economics, and Public Law.....	224	230		57			224	287
Mathematical and Physical Sciences.....				9	43	39	43	48
Mining and Metallurgy.....					5	15	5	15
Modern Languages and Lit- eratures.....		8	172	140			172	148
Philosophy, Psychology, Anthropology.....		12	73	92		4	73	108
Oriental Languages.....		2	32	25			32	27
Total.....	224	266	440	494	144	170	808	930

(B)—SUMMARY BY FACULTIES

FACULTIES	Political Sci.		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Political Science.....	224	230	—	57	—	—	224	287
Philosophy.....	—	34	440	425	—	16	440	475
Pure Science.....	—	2	—	12	144	154	144	168
Total.....	224	266	440	494	144	170	808	930

The geographical distribution of students in the University Corporation, as well as in Barnard College, Geographical Teachers College, and the College of Pharmacy, Distribution is shown in Table IX.

It embraces 47 states, the District of Columbia, 3 territories—including the Hawaiian Islands, and 31 foreign countries. The percentages of representatives from the various divisions have been indicated in parentheses after each division. Comparing the percentages of the Corporation only with the corresponding ones for the four previous years, we note that the number of students coming from the North

Atlantic division has decreased 2.73 per cent. since 1901-02, while several of the other divisions show gains since that time, the largest increase being noticeable in the North Central division and in foreign countries.

	1901-02	1902-03	1903-04	1904-05	1905-06
North Atlantic Division..	84.93	83.28	82.19	82.32	81.20
South Atlantic Division..	2.40	2.85	2.69	2.86	2.59
South Central Division..	2.19	2.13	2.29	1.77	2.01
North Central Division..	5.87	6.26	6.56	6.64	6.60
Western Division.....	3.02	3.02	3.20	3.00	3.14
Insular Territories.....	0.03	0.13	0.24	0.14	0.17
Foreign Countries.....	1.56	2.33	2.83	3.27	4.29

On comparing the figures contained in Table IX with the corresponding figures for the year 1904-05, it will be noticed that the greatest gain has been made in the division of foreign countries. The percentage of students in the entire University from the North Atlantic division has decreased from 83.86 % to 82.35 %. In the South Atlantic division there has been a small loss, from 2.87 % to 2.65 %, or from 118 to 112 students. The attendance from the South Central division has remained practically the same, there being a slight increase, from 1.69 % to 1.77 %. In the North Central division there has been a gain, from 6.18 % to 6.78 %, or from 262 to 287 students, while in the Western division there has also been a small gain, from 2.61 % to 2.76 %. The foreign countries show an increase from 2.79 % to 3.55 %, or from 117 to 150 students. 124 students of the Corporation (150 including Barnard College, Teachers College, and the College of Pharmacy) came from foreign countries this year, as against 22 in 1893-94. In the latter year only one student of the Corporation claimed Europe as a permanent residence, as against 41 in 1905-06; and only one came from Asia, as against 37 this year. Most of the European students hail from England and Germany, while Japan still sends the largest contingent of Asiatic students, although there are 9 students from China this year, as against 3 in 1903-04. Teachers College attracts the largest number of foreign students, followed by philosophy, applied science, political science, medicine, fine arts, and pure science, in the order named. All of the above figures are exclusive of the summer session.

TABLE IX
RESIDENCES OF STUDENTS—(A) THE UNITED STATES

1905-1906	College	Law	Medicine	Applied Science	Fine Arts	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Total
North Atlantic Division (82.35%)	547	205	361	479	109	137	396	115	376	636	339	214	3486
Connecticut.....	2	7	10	6	2	2	7	2	5	18	16	4	73
Maine.....	2	3	4	1	1	1	3	2	1	4	3	...	20
Massachusetts.....	2	3	12	3	5	6	14	7	3	23	1	1	78
New Hampshire.....	1	1	1	1	1	1	3	1	1	4	1	3	7
New Jersey.....	53	19	61	48	14	19	35	9	47	86	44	28	407
New York.....	485	161	256	411	88	99	315	86	313	466	266	172	2774
Pennsylvania.....	3	12	10	9	1	7	15	5	5	28	4	3	95
Rhode Island.....	2	2	5	2	1	1	3	1	3	1	1	1	11
Vermont.....	1	1	2	2	1	2	4	3	1	4	5	2	21
South Atlantic Division (2.65%)	5	15	10	8	9	7	18	3	2	37	5	7	112
Delaware.....	1	1	1	1	1	1	1	1	1	1	1	1	1
District of Columbia.....	1	1	1	1	1	1	1	1	1	1	1	1	6
Florida.....	1	1	1	1	1	1	1	1	1	1	1	1	6
Georgia.....	4	4	3	6	1	1	1	2	8	1	1	1	22
Maryland.....	3	1	2	1	1	6	1	1	5	1	1	1	16
North Carolina.....	3	1	1	1	1	2	2	1	11	2	1	1	19
South Carolina.....	4	2	3	1	1	2	3	1	5	1	1	1	15
Virginia.....	1	1	1	2	2	1	2	1	7	2	1	1	20
West Virginia.....	4	1	1	1	1	1	4	1	1	1	1	1	7
South Central Division (1.77%)	9	11	12	4	1	8	10	3	3	18	4	4	75
Alabama.....	2	2	4	2	1	1	1	1	4	1	1	1	14
Arkansas.....	2	2	1	1	1	1	1	1	1	1	1	1	5
Indian Territory.....	1	1	1	1	1	1	1	1	1	1	1	1	1
Kentucky.....	4	2	1	1	1	3	2	1	5	1	1	1	17
Louisiana.....	1	2	1	1	1	1	1	1	3	1	1	1	6
Mississippi.....	1	1	2	1	1	1	1	1	1	1	1	1	7
Oklahoma.....	1	1	1	1	1	1	1	1	1	1	1	1	1
Tennessee.....	1	1	2	1	1	2	2	1	3	1	1	1	10
Texas.....	1	3	1	1	2	5	1	1	3	1	1	1	14
North Central Division (6.78%)	16	35	25	27	6	16	49	17	7	100	3	23	287
Illinois.....	3	3	4	1	1	1	5	4	13	13	3	3	28
Indiana.....	3	10	3	1	1	3	3	2	18	18	1	1	40
Iowa.....	2	1	1	1	1	1	3	1	1	2	1	1	10
Kansas.....	1	2	2	2	1	1	3	1	2	2	1	1	13
Michigan.....	2	1	1	1	1	10	1	2	21	21	4	4	33
Minnesota.....	1	1	2	2	1	2	7	2	10	10	1	1	27
Missouri.....	2	3	2	6	1	3	6	1	11	11	4	4	32
Nebraska.....	6	1	1	1	1	1	1	1	3	3	1	1	13
North Dakota.....	1	1	2	2	1	1	1	1	1	1	1	1	3
Ohio.....	3	6	8	9	2	4	9	4	2	17	3	4	63
South Dakota.....	1	1	2	2	1	1	1	1	1	1	1	1	3
Wisconsin.....	2	1	3	1	1	3	1	1	12	12	3	3	22
Western Division (2.76%)	4	15	13	34	3	6	8	8	2	33	9	117	4
Arizona.....	1	1	1	1	1	1	1	1	1	1	1	1	4
California.....	1	2	5	6	3	2	6	1	11	11	6	30	19
Colorado.....	1	3	1	8	1	1	1	1	4	4	1	1	19
Idaho.....	1	1	1	1	1	1	1	1	1	1	1	1	2
Montana.....	1	2	1	8	1	1	1	1	2	2	1	1	14
Nevada.....	1	1	2	1	1	1	1	1	1	1	1	1	3
New Mexico.....	1	1	1	1	1	1	1	1	1	1	1	1	1
Oregon.....	1	1	3	1	1	2	1	1	3	3	1	1	9
Utah.....	1	1	1	9	1	1	5	1	10	10	1	1	25
Washington.....	1	3	1	1	1	1	1	1	1	1	1	1	8
Wyoming.....	1	2	1	1	1	1	1	1	1	1	1	1	2
Insular Territories (0.14%)	2	2	1	1	1	1	1	1	1	1	1	1	6
Hawaiian Islands.....	2	1	1	1	1	1	1	1	1	1	1	1	3
Puerto Rico.....	1	1	1	1	1	1	1	1	1	1	1	1	3
Total.....	581	283	423	553	128	174	481	146	390	833	348	257	4083

TABLE IX (continued)

(B) FOREIGN COUNTRIES

1906-1906	College	Law	Medicine	Applied Science	Fine Arts	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	Pharmacy	Duplicates	Total
Argentine Republic	...	...	...	...	1	...	...	...	...	1	...	...	2
Australia	...	...	...	1	...	...	1	...	...	1	...	...	3
Austria-Hungary	...	...	...	1	...	...	1	...	...	...	...	...	3
Belgium	...	...	...	1	...	...	1	...	...	...	...	...	3
Brazil	...	...	...	...	...	...	...	...	...	...	...	...	1
Canada	1	1	3	...	1	5	8	2	...	15	1	6	31
Chili	...	...	...	...	...	...	...	...	...	...	...	...	3
China	1	...	...	1	...	2	2	2	...	2	...	...	10
Colombia	...	...	1	...	...	...	...	...	...	...	...	...	2
Cuba	...	...	4	...	...	...	...	...	...	...	...	...	4
France	...	...	...	...	...	...	...	...	...	...	...	...	3
Germany	2	1	...	...	...	1	4	1	...	1	1	...	12
Great Britain	...	1	...	5	...	...	3	1	...	2	...	...	11
Holland	...	...	...	1	...	...	...	1	...	...	...	...	2
India	...	...	...	1	...	...	2	...	...	1	...	...	3
Italy	...	...	1	1	...	...	...	...	...	...	...	...	2
Japan	1	...	...	...	1	13	7	2	...	1	...	...	24
Mexico	1	...	2	1	1	...	...	...	...	...	1	...	6
Natal	1	...	...	...	...	...	...	...	...	...	...	...	1
New Zealand	...	...	...	...	...	...	...	...	...	...	1	...	1
Nicaragua	...	...	1	...	...	...	...	...	...	...	...	...	1
Persia	1	...	...	...	...	...	...	...	...	...	...	...	1
Peru	...	...	...	1	...	...	...	...	...	...	...	...	1
Russia	...	...	...	1	1	...	...	1	...	3	...	...	6
Spain	...	...	1	1	...	...	...	...	...	...	...	...	2
Sweden	...	...	...	1	...	...	...	...	...	1	...	...	2
Switzerland	...	...	...	...	...	...	...	1	...	...	...	...	1
Transvaal	...	...	...	3	...	...	...	...	...	...	...	...	3
Turkey	...	...	...	...	...	...	...	...	...	1	1	...	2
West Indies	...	...	1	...	...	...	...	...	...	...	...	...	1
Total (3.55%)...	8	3	14	27	12	21	28	11	0	32	5	11	150
Grand Total.....	589	286	437	580	140	195	509	157	390	865	353	268	4233

1810 students in the Corporation claim New York City for their permanent residence, distributed among the faculties as follows: College, 425; law, 136; medicine, 213; applied science, 352; fine arts, 65; political science, philosophy, and pure science, 415; pharmacy, 204.

Table X is of a comparative nature, indicating the geographical distribution of students in the University Corporation only, since 1895 (excluding summer session students):

TABLE X
(A)—THE UNITED STATES

	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906
North Atlantic Division	1712	1634	1666	1848	1894	2060	2273	2442	2541	2442	2416	2349
Maine.....	8	14	14	10	9	9	12	11	7	8	13	12
New Hampshire.....	6	4	4	3	4	4	4	7	7	2	2	6
Vermont.....	9	6	9	13	6	10	13	10	13	15	10	13
Massachusetts.....	42	34	36	41	37	62	57	62	63	49	43	53
Rhode Island.....	12	10	8	10	11	11	18	19	22	16	11	8
Connecticut.....	40	35	40	54	58	70	63	70	56	54	43	38
New York.....	1335	1286	1308	1433	1501	1630	1799	1951	2014	1933	1955	1901
New Jersey.....	229	210	214	237	230	230	255	260	295	299	271	258
Pennsylvania.....	31	35	33	47	38	43	51	52	63	66	63	61
South Atlantic Division	31	30	41	47	45	69	66	69	87	80	84	75
Delaware.....	2	2	2	2	2	2	7	5	3	5	6	5
Maryland.....	9	5	6	4	5	7	7	7	9	10	12	14
District of Columbia.....	3	3	1	2	3	5	6	9	10	7	7	6
Virginia.....	4	5	5	10	10	14	9	5	15	9	12	12
West Virginia.....	2	1	5	4	2	2	3	2	10	14	6	7
North Carolina.....	2	2	2	2	2	15	12	10	15	14	11	7
South Carolina.....	2	2	2	2	1	1	5	5	9	9	9	10
Georgia.....	7	10	12	14	11	20	22	23	16	19	15	13
Florida.....	1	2	1	3	2	3	2	3	5	8	10	8
South Central Division	42	35	36	48	42	48	75	63	65	68	53	58
Kentucky.....	14	10	10	10	11	13	22	18	18	16	14	13
Tennessee.....	5	5	7	9	6	5	14	10	10	7	2	6
Alabama.....	8	6	7	10	8	8	13	7	9	10	8	10
Mississippi.....	1	1	1	2	2	2	2	7	4	6	7	6
Louisiana.....	1	1	2	2	1	2	3	2	3	3	4	3
Texas.....	13	9	5	11	9	14	15	16	14	18	10	13
Arkansas.....	1	1	4	2	5	3	4	4	5	6	7	5
Oklahoma.....	1	1	1	1	1	1	2	1	2	2	2	1
Indian Territory.....	1	1	1	1	1	1	1	1	1	1	1	1
North Central Division	101	112	114	129	133	150	160	169	191	195	195	191
Ohio.....	26	35	37	37	23	34	41	37	45	53	50	45
Indiana.....	12	5	10	11	17	24	21	32	18	22	23	25
Illinois.....	9	9	12	19	24	23	29	24	25	26	18	12
Michigan.....	2	3	7	7	10	16	11	16	12	15	13	14
Wisconsin.....	8	13	8	13	11	9	5	10	13	9	6	12
Minnesota.....	12	11	6	7	8	8	8	9	11	16	17	18
Iowa.....	6	8	12	13	11	8	13	18	20	18	16	9
Missouri.....	14	17	9	12	11	14	17	13	17	14	17	24
North Dakota.....	2	3	1	1	2	2	2	3	3	1	2	3
South Dakota.....	1	1	1	1	1	1	1	4	5	4	4	3
Nebraska.....	5	4	6	2	7	12	10	10	16	13	10	9
Kansas.....	4	4	7	7	6	8	8	3	6	5	10	11
Western Division	25	27	38	45	55	59	76	86	92	95	88	91
Montana.....	2	3	4	4	8	7	8	10	7	12	12	13
Wyoming.....	1	1	1	1	2	1	1	1	3	1	1	2
Colorado.....	1	2	6	12	12	13	21	17	28	24	22	14
New Mexico.....	1	1	1	1	1	1	3	5	4	1	1	1
Arizona.....	1	1	1	1	1	1	1	1	1	1	1	1
Utah.....	6	2	4	5	6	5	9	8	9	11	12	16
Nevada.....	1	1	1	1	3	3	1	2	1	1	1	3
Idaho.....	1	1	1	1	1	1	1	1	1	2	2	1
Washington.....	1	4	4	4	1	2	4	9	8	7	5	7
Oregon.....	3	1	5	3	3	3	5	7	8	6	7	7
California.....	13	13	14	15	19	24	23	26	23	28	24	25
Insular and Non-contiguous Territories	3	2	3	3	4	3	4	1	4	7	4	5
Alaska.....	1	1	1	1	1	1	1	1	1	1	1	1
Hawaiian Islands.....	1	1	3	3	3	3	2	1	1	1	2	3
Philippine Islands.....	1	1	1	1	1	1	1	1	1	1	1	1
Puerto Rico.....	2	2	2	2	2	2	2	1	3	3	2	2
Total.....	1914	1840	1898	2120	2173	2407	2654	2830	2980	2837	2839	2769

TABLE X (continued)
(B) FOREIGN COUNTRIES

	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906
North America	20	21	14	18	15	18	20	21	34	35	37	35
Canada.....	11	12	7	11	10	9	6	10	16	21	20	21
Central America....	3	4	.....	.....	.....	.....	1	.....	2	3	3	1
Cuba.....	4	4	4	5	4	5	7	8	9	5	7	7
Mexico.....	1	1	2	2	1	4	6	3	6	5	6	5
Santo Domingo.....	1	.....	.....	.....	.....	.....	.....	.....	1	1	1	1
West Indies.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
South America	3	1	.....	.....	.....	1	2	2	3	5	4	6
Argentine Republic....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1	2
Brasil.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1
Colombia.....	3	1	.....	.....	.....	.....	.....	.....	2	1	1	1
Peru.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1	2
Unclassified.....	.....	.....	.....	.....	.....	1	2	2	1	2	2	.....
Europe	2	2	5	13	7	7	8	7	20	21	23	41
Austria-Hungary....	.....	.....	.....	3	.....	.....	.....	.....	2	2	1	2
Belgium.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1
France.....	.....	1	.....	.....	.....	1	.....	.....	4	2	1	8
Germany.....	.....	.....	.....	.....	.....	1	.....	1	3	1	3	10
Great Britain and Ireland.....	.....	.....	1	2	1	3	6	5	5	9	7	10
Holland.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	1
Italy.....	.....	1	.....	.....	.....	1	.....	.....	1	.....	3	2
Russia.....	1	.....	1	5	3	.....	.....	1	2	3	3	3
Spain.....	1	.....	1	1	1	.....	.....	.....	1	1	2	2
Sweden.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	1
Switzerland.....	.....	.....	.....	1	.....	.....	.....	.....	1	1	.....	1
Turkey.....	.....	.....	2	1	2	1	1	.....	.....	.....	.....	.....
Asia	4	7	3	5	10	16	8	12	11	19	26	37
China.....	.....	.....	.....	.....	.....	.....	.....	3	3	3	5	9
India.....	.....	.....	.....	.....	.....	.....	.....	3	.....	2	1	3
Japan.....	3	7	.....	3	9	14	6	9	8	14	19	24
Persia.....	.....	.....	3	1	1	1	1	.....	.....	.....	.....	1
Turkey.....	1	.....	.....	1	.....	1	1	.....	.....	.....	1	.....
Africa	.....	.....	1	1	3	2	2	1	2	3	4	3
South Africa.....	.....	.....	1	1	3	2	2	1	2	3	4	3
Australia	.....	.....	.....	.....	.....	1	1	2	1	1	3	2
Total.....	29	31	23	37	35	45	41	45	71	84	96	124
Grand Total *.....	1943	1871	1921	2157	2208	2452	2695	2875	3051	2971	2935	2893

49.3 % of our students in the various faculties of the Corporation are graduates of higher institutions of learning, as against 47 % last year, 45.8 % in 1903-04, and 39.4 % in 1902-03. The gain in the professional faculty of medicine is quite marked, namely, from 45 % to 52.4 %. Applied science has remained stationary to all intents and purposes, while fine arts shows a considerable increase. There were during the past year 1426 students who were graduates of 229 institutions of collegiate rank in the United States, and

* Auditors are included only in the 1905 figures.

of 54 similar institutions in foreign countries. The figures giving detailed information on this point may be found in Table XI.

TABLE XI

GRADUATES OF

(A)—HIGHER INSTITUTIONS IN THE UNITED STATES

1905-1906	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Adelphi College.....					1	7	2			10
Alabama Polytechnic Institute.....		1	1		1			1		4
Alabama State Normal College.....		1								1
Albion College.....						1				1
Alfred University.....			2		1					3
Allegheny College.....					1	2				3
Amherst College.....		4	4	2	5	6	8			24
Atlanta University.....						1				1
Augustana College.....						2				2
Austin College.....		1				2				1
Baker University.....					2					2
Baylor University.....		1								1
Beloit College.....		2	1							3
Bethany College.....						1				1
Boston University.....			1	1	1	3	2			8
Bowdoin College.....						2				2
Brown University.....		2	5		2	2				11
Bryn Mawr College.....					2	6	2			10
Butler College.....					1					1
Canisius College.....			1							1
Carleton College.....							2			2
Catholic University.....					1	1				2
Central College (Mo.).....							1			1
Centre College.....		1	1							2
Chicago Theological Seminary.....					2					2
Christian University.....					1					1
Clark University.....						1				1
Coe College.....					1					1
Colby College.....			2							2
Colgate University.....		1				2	2			5
College of Charlestown.....						1				1
College of the City of New York.....		36	41	13	7	51	16	3	1	168
College of Pharmacy (N. Y. City).....				1						1
Colorado College.....		1	1							2
Columbia University.....	1	71	20	19	47	138	47	5	2	350
Concordia College.....						1				1
Cooper Institute.....				1				1		2
Cornell College (Ia.).....					1					1
Cornell University.....		8	1	2	1	12	2			26
Cumberland Presbyterian Theological Seminary.....					1					2
Cumberland University.....						2				1
Dartmouth College.....		2	2			5	2			11
Davidson College (N. C.).....		1	1							2
Delaware College.....		1								1
De Pauw College.....		3					1			4
Dickinson College.....		1			1					2
Drake University.....						1				1
Drew Theological Seminary.....					2	2			1	5
Episcopal Theological Seminary.....						1				1
Elmira College.....						6				9

TABLE XI (continued)

1905-1906	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Emory College.....			2					1		3
Emory and Henry College.....		2								2
Eureka College.....		3	4	1		1				9
Fordham University.....	1	1			1	1	1			5
Franklin College.....		1			1	1	1			4
Franklin and Marshall College.....		1				1				2
Fremont Normal College (Neb.).....			1							1
French American College (Mass.).....						1				1
General Theological Seminary.....						1				1
Geneva College.....		1				1				2
Georgetown University.....										1
Georgia School of Technology.....								1		1
German Wallace College.....					2	4				6
Greenville College.....						1				1
Hamilton College.....		2	6		1	1				10
Hamline University.....					1	1				2
Hanover College.....					1	1				2
Harvard University.....		18	17	2	8	23	8			76
Haverford College.....						2			1	3
Hebrew Union College.....						1				1
Heidelberg University (Ohio).....						1				1
Hiram College.....					2					2
Hobart College.....					1	2				3
Holy Cross College.....		2	2							4
Howard College (Ala.).....				1						1
Illinois College.....					1	1				2
Illinois Wesleyan University.....			1			2				3
Indiana University.....		4			1	1	1			8
Iowa College.....		1		1		3	2			7
Iowa State College.....						3				3
Iowa Wesleyan University.....					1	1				2
Johns Hopkins University.....		1			1	3	2			7
Kansas City University.....			1							1
Kenyon College.....		1				1				2
Knox College.....					1	1	1			3
Lafayette College.....	1	1	4		1	1	2			10
Lake Forest University.....						2				2
Lebanon University.....						1				1
Lebanon Valley College.....						1				1
Lehigh University.....					2		2			4
Leland Stanford University.....		3	4			5				12
Lincoln University.....					1					1
Louisiana State University.....		2					1			3
Loyola College.....						2				2
Manhattan College.....		3	1	1		1				6
Maryland College.....										1
Massachusetts Institute of Technology.....							3		1	4
Miami University.....						1				1
Michigan College of Mines.....							1			1
Michigan State Normal College.....						4				4
Middlebury College.....				2			1			3
Millsaps College.....			2							2
Missouri Agricultural and Mech. College.....							1			1
Missouri School of Mines.....							1			1
Missouri Valley College.....					3					3
Monmouth College.....						1				1
Montana Agricultural College.....				1			1			2
Moravian College.....					1					1
Mount Holyoke College.....						7	1			8
Mt. Union College.....					1	1				2
Muskingum College.....					1					1
National Normal University.....										1

TABLE XI (continued)

1905-1906	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Nebraska Wesleyan University.....					1	1				2
Nevada State University.....				1		1				2
New Brunswick Theological Sem.....						1				1
New Mexico School of Mines.....							1			1
New York Homeopathic Medical College.....	1									1
New York Law School.....					1	2				3
New York State Normal College.....				1		1				2
New York University.....		2	2	1	4	11	1			20
Northern Industrial Normal College.....							1			1
Northwestern Normal College.....						1				1
Northwestern University.....						4	1			5
Notre Dame University.....		2	1							3
Oberlin College.....		1	5	1	2	1				10
Ohio Northern University.....		1			1					2
Ohio State University.....			1		1		3			5
Ohio Wesleyan University.....		2	3		1	1			1	8
Otterbein University.....						2				2
Pacific University.....						1				1
Peabody Normal College.....						1				1
Penn College (Ia.).....		1				1				2
Pennsylvania Military College.....			1							1
Pennsylvania State College.....							1			1
Polytechnic Institute (Brooklyn).....		1	1			1	2			5
Pomona College.....		1								1
Princeton University.....		15	20	3	1	2		1		51
Purdue University.....		15	1			1				2
Radcliffe College.....					1	4				5
Randolph-Macon College.....			1							1
Rensselaer Polytechnic Institute.....			1							1
Richmond College.....					1					1
Ripon College.....		1								1
Rose Polytechnic Institute.....							1			1
Rutgers College.....			3	1		2				6
St. Elizabeth College.....							1			1
St. Francis College (Brooklyn).....			1							1
St. Francis Xavier College.....		2	4	1	4	1				12
St. John's College (Brooklyn).....			1							1
St. Lawrence University.....			1		1	1				3
St. Stephen's College.....					1	1				2
Seton Hall College.....						1				1
Smith College.....					5	18	3			26
South Carolina College.....		1								1
Southwestern University.....						1				1
Southwest Kansas University.....						1				1
Spring Hill College.....			1							1
Stevens Institute of Technology.....				1			2			3
Swarthmore College.....						2	1			3
Syracuse University.....			2		3	7	2			14
Tarkio College.....		1								1
Taylor University.....						1				1
Trinity College (Conn.).....		1				5	5			11
Trinity College (N. C.).....		1								1
Trinity University (Texas).....						1				1
Tufts College.....					1		1			2
Tulane University.....								1		1
Union College (N. Y.).....		2	1		1					4
Union Theological Seminary.....		1			2	4				7
United States Naval Academy.....		1								1
University of Alabama.....			1							1
University of Arkansas.....		2								2
University of California.....				1	1	5	2			9
University of Chicago.....		1	1		2	7	3			14

TABLE XI (continued)

1905-1906	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
University of Cincinnati		2			2	3	1			6
University of Colorado		1				1				2
University of Denver		4				1				5
University of Georgia		1	1		1	2	2			7
University of Illinois		1			1	2				4
University of Kansas		1			1	2				4
University of Maryland		1			1					2
University of Michigan				1		14	2		1	18
University of Minnesota		2	2	1	3	6	1			15
University of Missouri		2			1	4				7
University of Mississippi		2			1					3
University of Montana		4			2	1				7
University of Nashville		4			1	2	2			9
University of Nebraska		2			1	1	1			5
University of North Carolina		1			1	5	1			8
University of Oregon		1			1	1	1			4
University of Pennsylvania		1			1	1	1			4
University of Rochester		3			1					4
University of the South			1			1				2
University of South Carolina					1					1
University of Southern California					1	3				4
University of Texas		1			1		3			5
University of Utah		1								1
University of Vermont		1	1							2
University of Virginia			1							1
University of Washington					1	3				4
University of Wisconsin		1			1	4	2			8
University of Wooster		1			1					2
Ursinus College										
Utah Agricultural College		1	1	1						3
Vanderbilt University		1			7	21	2		1	31
Vassar College		1			1	1				3
Virginia Polytechnic Institute		1								1
Wabash College		1	1		1					3
Wake Forest College			1							1
Washburn College						1				1
Washington and Jefferson College						1				1
Washington University (St. Louis)					2	17	3			22
Wellesley College							1			1
Wells College									1	1
Wesleyan University			3	2	3	8	3			17
Western College (Iowa)						1				1
Western Maryland College						1				1
Western Reserve University						3				3
Western University of Pennsylvania			1			3	1			5
West Virginia University						3				3
William and Mary College					1					1
Williams College		3	3	1	1	5	1	3		16
Winthrop Normal and Ind. College					1					1
Wittenberg College		1				1				2
Wofford College						1				1
Woman's College (Baltimore, Md.)						2	2			4
Worcester Polytechnic Institute					1	1				2
Yale University		28	16	2	5	6	2	4		63
Yankton College		1								1
Total graduates domestic institutions	4	281	227	66	192	561	178	21	10	1540

TABLE XI (continued)

(B)—HIGHER INSTITUTIONS IN FOREIGN COUNTRIES

1905-1906	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Bergakademie, Freiburg, Germany.....				1						1
Beth Hamidrash, Frankfurt, Ger.....						1				1
Bishops University, Canada.....			1							1
Collège Isaac, Paris.....						2				2
College of St. Nicolaus, Switzerland.....						1				1
Dalhousie College, Canada.....							1			1
Dominshe Gakko, Japan.....					1					1
Doshisha Gakko, Japan.....					1					1
Ecole Normale, Paris.....						1				1
Ecole Polytechnique, Paris.....				1						1
First Koto Gakko, Tokio, Japan.....					1					1
Guadalupe School, City of Mexico.....				1						1
Gymnasium, Ananieff, Russia.....							1			1
Gymnasium, Berlin, Germany.....					1					1
Gymnasium, Emden, Germany.....		1								1
Gymnasium, Hersfeld, Germany.....						1				1
Gymnasium, Leipsic, Germany.....						1				1
Gymnasium, Przemyśl, Austria.....						2				2
Keio Gijuku, Tokio, Japan.....					1					1
King's College, London.....					1					1
King's College, N. S. Canada.....					2					2
Koto Chu'ako, Japan.....					1					1
Lehrer Seminar, Plauen, Germany.....						1				1
London University, England.....		1					1			2
Lycee Mohre.....						1				1
McGill University, Canada.....						1				1
Madras University, India.....				1	1					2
Meiji Gakwin, Japan.....						2				2
Mt. Allison University, Newfound- land.....		1								1
Nanking University, China.....					1					1
Orebro College, Sweden.....						1				1
Provincial Institute, Santiago, Cuba.....			1							1
Queen's University, Canada.....					1		1			2
Real Gymnasium, Worms, Germany.....				1						1
Realschule Pécs, Hungary.....				1						1
South African School of Mines, Kim- berley.....				1						1
South African College, Cape Town.....				1						1
Tetsu Gakwan, Japan.....					1					1
Tientsin University, China.....							1			1
Tokio Higher Commerical College.....					1					1
University of Antioquia, S. America.....			1							1
University of Cambridge, England.....		1			1					2
University College of Wales.....						1				1
University of Berlin, Germany.....						2				2
University of Havana.....			1							1
University of Leipsic.....							1			1
University of Lorraine.....					1					1
University of Münster.....						1				1
University of Paris.....						1				1
University of Sidney.....										1
University of Toronto.....					5	7		1		13
Victoria University, Canada.....						1				1
Waseda University, Japan.....					2					2
Yokohama Commercial College.....					1					1
Total graduates foreign institutions.....		4	4	8	24	30	6	1		77

TABLE XI (continued)

(c)—SUMMARY

1905-1906	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Total graduates of domestic institutions.....	4	281	227	66	102	561	178	21	10	1540
Total graduates of foreign institutions.....	.....	4	4	8	24	30	6	1	.....	77
Grand total graduates of higher institutions	4	285	231	74	116	591	184	22	10	1617
Deduct for graduates of more than one institution.....	.....	10	2	.....	38	101	31	.....	1	191
Total students holding degrees.....	4	260	229	74	178	490	153	22	7	1426
Total students enrolled	580	286	437	580	105	500	157	107	33	2893
Percentage holding degrees 1906....	.7	94.1	52.4	12.7	91.2	96.2	97.4	20.5	21.2	49.3
Percentage holding degrees 1905....	.4	83.9	45.0	13.0	92.0	95.5	97.1	14.8	.....	47.0

TABLE XII
NATURE OF DEGREES HELD BY STUDENTS

DEGREES *	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Bachelor of Arts.....	1	226	168	43	151	388	77	12	6	1072
" Science.....	23	42	23	10	57	63	6	2	2	225
" Philosophy.....	1	17	12	2	12	26	5	2	2	77
" Letters.....	2	1	1	5	12	4	2	2	2	24
" Literature.....	1	1	1	1	2	2	2	2	2	1
" Pedagogy.....	1	1	1	1	1	1	1	1	1	3
" Divinity.....	1	1	1	1	1	1	1	1	1	24
" Sacred Theology.....	1	1	1	1	1	1	1	1	1	3
" Laws.....	1	2	1	1	1	1	1	1	1	23
Doctor of Medicine.....	1	1	14	1	1	1	2	1	1	18
Graduate in Pharmacy.....	1	1	4	1	1	1	1	1	1	6
Doctor of Pharmacy.....	1	1	1	1	1	1	1	1	1	1
Bachelor of Engineering.....	1	1	1	2	1	1	1	1	1	4
Civil Engineer.....	1	1	1	1	1	1	1	1	1	7
Electrical Engineer.....	1	1	1	1	1	1	1	1	1	1
Mechanical Engineer.....	1	1	1	2	1	1	1	1	1	4
Mining Engineer.....	1	1	1	1	1	1	1	1	1	11
Textile Engineer.....	1	1	1	1	1	1	1	1	1	1
Master of Arts.....	1	23	2	51	153	31	10	2	2	263
" Science.....	1	1	1	1	1	3	10	1	1	16
" Philosophy.....	1	1	1	1	1	3	10	1	1	3
" Pedagogy.....	1	1	1	1	1	2	10	1	1	2
" Laws.....	1	1	1	1	1	2	10	1	1	1
" Divinity.....	1	1	1	1	1	2	10	1	1	1
Doctor of Philosophy.....	2	1	1	1	1	3	5	1	1	11
" Pedagogy.....	1	1	1	1	1	1	1	1	1	2
" Divinity.....	1	1	1	1	1	1	1	1	1	1
Total degrees held.....	5	300	247	75	255	673	215	22	11	1803
Deduct for students holding more than one degree.....	1	31	18	1	77	183	62	4	4	377
Students holding degrees, 1906....	4	269	229	74	178	490	153	22	7	1426
Students holding degrees, 1905....	2	286	250	78	149	429	166	18	1	1378

During the year 1905-1906 the University conferred honors on 939 individuals, to whom were granted 1153 degrees and diplomas. This information is summarized in Table XIII.

* Including foreign equivalents.

TABLE XIII
DEGREES AND DIPLOMAS GRANTED, 1905-1906

	Men	Women	Total
A. Degrees conferred in course			
Bachelor of Arts.....	104	75	179
" Laws.....	80	.....	80
" Science (Columbia College).....	5	.....	5
" " (Architecture).....	5	.....	5
" " (Chestry).....	4	.....	4
" " (Education).....	15	103	118
Engineer of Mines.....	45	.....	45
Civil Engineer.....	24	.....	24
Electrical Engineer.....	24	.....	24
Mechanical Engineer.....	15	.....	15
Metallurgical Engineer.....	2	.....	2
Doctor of Medicine.....	152	.....	152
Pharmaceutical Chemist.....	10	.....	10
Doctor of Pharmacy.....	1	.....	1
Master of Arts.....	118	60	178
Master of Laws.....	2	.....	2
Doctor of Philosophy.....	38	4	42
Total.....	644	242	886
<i>Deduct duplicates*.....</i>	<i>19</i>	<i>.....</i>	<i>19</i>
Total individuals receiving degrees in course.....	625	242	867
B. Honorary degrees			
Master of Arts.....	1	.....	1
Doctor of Laws.....	6	.....	6
" Science.....	2	.....	2
Total.....	9	.....	9
C. Teachers College diplomas granted			
Bachelor's diploma in education.....	30	167	197
Special " ".....	.....	22	22
Master's " ".....	23	13	36
Doctor's " ".....	3	.....	3
Total.....	56	202	258
Total degrees and diplomas granted.....	700	444	1153
<i>Deduct duplicates.....</i>	<i>69</i>	<i>145</i>	<i>214</i>
Total individuals receiving degrees and diplomas...	640	299	939

* Distributed as follows: A.B. and A.M., 2 men; LL.B. and A.M., 8; M.D. and A.M., 3; E.E. and A.M., 1; E.M. and A.M., 5.

In addition to those noted under *, the following duplications occur: A.B. and Bachelor's Diploma, 8 men, 37 women; B.S. (College) and Bachelor's Diploma, 1 man; A.B. and Master's Diploma, 1 man; B.S. (Education) and Bachelor's Diploma, 15 men, 91 women; A.M. and Bachelor's Diploma, 1 man, 4 women; A.M. and Master's Diploma, 22 men, 13 women; Ph.D. and Doctor's Diploma, 2 men.

Table XIV. is of a comparative nature, indicating the number of different degrees granted during the past six years.

TABLE XIV
NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1900-1906

	1900-1901	1901-1902	1902-1903	1903-1904	1904-1905	1905-1906
A. Degrees conferred in course						
Bachelor of Arts (men).....	84	109	101	102	106	104
" " (women).....	50	50	47	80	83	75
" " Laws.....	99	110	115	110	119	80
" " Science (Columbia College).....	.....	.....	.....	.....	.....	5
" " (Education).....	9	17	27	39	79	118
" " (Architecture).....	10	15	7	10	5	5
" " (Chemistry).....	8	6	10	4	3	4
Engineer of Mines.....	14	17	19	38	47	45
Civil Engineer.....	16	11	13	22	17	24
Electrical Engineer.....	19	23	17	23	19	24
Mechanical Engineer.....	13	21	19	21	11	15
Metallurgical Engineer.....	.....	1	2	1	1	2
Doctor of Medicine.....	147	145	168	178	185	182
Pharmaceutical Chemist.....	.....	.....	.....	.....	3	10
Doctor of Pharmacy.....	.....	.....	.....	.....	.....	1
Master of Arts.....	109	155	147	160	197	178
Master of Laws.....	2	.....	1	.....	1	2
Doctor of Philosophy.....	26	33	39	28	38	42
Total.....	606	713	732	816	914	886
<i>Deduct duplicates.....</i>	<i>10</i>	<i>10</i>	<i>15</i>	<i>16</i>	<i>22</i>	<i>10</i>
Total individuals receiving degrees....	596	703	717	800	892	867
B. Honorary Degrees						
Master of Arts.....	1	.....	1	1	.....	1
" " of Science.....	2	.....	.....	.....	2	.....
Doctor of Laws.....	2	4	4	2	28	6
" " Letters.....	.....	.....	1	1	1	.....
" " Sacred Theology.....	.....	.....	1	1	1	.....
" " Science.....	1	1	2	1	14	2
Total.....	6	5	9	6	46	9
C. Teachers College diplomas granted						
Higher diploma in education.....	3	4	.....	1	.....	.....
Bachelor's diploma in education.....	86	104	105	140	197	197
Special.....	.....	.....	.....	.....	.....	22
Master's " ".....	.....	28	19	23	17	36
Doctor's " ".....	.....	3	3	1	7	3
Total.....	89	139	127	165	221	258
Total degrees and diplomas granted..	701	857	868	987	1181	1153
<i>Deduct duplicates.....</i>	<i>40</i>	<i>60</i>	<i>73</i>	<i>112</i>	<i>138</i>	<i>214</i>
Total individuals receiving degrees and diplomas.....	661	788	795	875	1043	939

Table XV. shows the chief specialties (major subjects) of the recipients of higher degrees (A.M. and Ph.D.) at Commencement, and the number of such degrees granted under each faculty.

TABLE XV

(A)—SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1905-1906

MAJOR SUBJECTS	A.M.		Ph.D.		Total
	Men	Wom-en	Men	Wom-en	
Administrative Law.....	7	...	...	...	7
American History.....	3	2	1	1	7
Ancient History.....	...	1	...	...	1
Anthropology.....	...	1	...	...	1
Architecture.....	2	...	...	...	2
Botany.....	...	...	4	...	4
Chemistry.....	3	1	4	...	8
Civil Engineering.....	1	...	...	...	1
Classical Archaeology.....	...	1	...	...	1
Comparative Literature.....	1	1	...	...	2
Constitutional Law.....	13	...	1	...	14
Education.....	24	19	3	...	46
Electrical Engineering.....	2	...	...	...	2
English.....	7	17	...	1	25
European History.....	...	6	4	...	10
Geology.....	4	...	2	...	6
Germanic Languages.....	4	2	1	1	8
Indo Iranian Languages.....	1	...	...	...	1
International Law.....	1	...	1	...	2
Latin.....	2	4	1	1	8
Mathematics.....	3	...	...	...	3
Mechanical Engineering.....	2	...	...	...	2
Mechanics.....	4	...	...	...	4
Medicine (Rule 10).....	5	...	...	...	5
Metallurgy.....	1	...	...	...	1
Mining.....	4	...	1	...	5
Philosophy.....	7	2	...	...	9
Physics.....	...	...	2	...	2
Physiological Chemistry.....	1	...	...	...	1
Political Economy.....	5	...	4	...	9
Psychology.....	1	...	1	...	1
Romance Languages.....	...	2	1	...	3
Semitic Languages.....	...	...	1	...	1
Sociology and Statistics.....	8	1	4	...	13
Zoology.....	3	...	2	...	5
Total.....	118	60	38	4	220

(B)—HIGHER DEGREES GRANTED UNDER EACH FACULTY

FACULTIES	A.M.		Ph.D.		Total
	Men	Wom-en	Men	Wom-en	
Political Science.....	37	10	15	1	63
Philosophy.....	46	49	8	3	106
Pure Science.....	33	1	15	...	49
Fine Arts.....	2	...	...	...	2
Total.....	118	60	38	4	220

The median age of the first-year men in the College has decreased from 18 years, 4 months in 1904, and 18 years, 1 month in 1905, to 17 years, 11 months in 1906; while the median age of first-year students under the faculty of applied science has decreased from 19 years, 6 months in 1904, and 19 years, 2 months in 1905, to 19 years, 1 month in 1906. In 1899 the average age of the first-year men in the College was 18 years, 1 month; and in 1894, 17 years, 6 months. The age of College and applied science students at the beginning of the academic year 1905-1906 is given in Table XVII.

Table XVI. indicates the proper classification of students who attended one or more of the courses of instruction of the various departments. In the detailed tables of statistics which have been prepared and placed on file, the enrolment in the individual courses of instruction given during the year by the different departments, has been indicated, reference being there made to units of instruction. In Table XVI. the repetitions caused by students pursuing more than one course in any department are removed. From the table it will be seen that the department of chemistry gives instruction to the largest number of students in courses conducted under the Corporation during the academic year, no account being taken in the table of courses given at Barnard or at Teachers College. Leaving the medical departments out of consideration, the departments of English, physical education, mechanical engineering, mathematics, and physics, all of which imparted instruction to over five hundred students, follow chemistry in the order named. The department of English draws the largest number of students in the College, followed by the departments of physical education, history, chemistry, German, and mathematics, all of which instruct over two hundred College students.

TABLE XVI.

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE

1905-1906	COLLEGE					LAW			
	Freshman	Sophomore	Junior	Senior	Non-Candidates	1st Class	2d Class	3d Class	Non-Candidates
Anatomy.....				13					
Anthropology.....		1	14	17	2				
Architecture.....				1	2				
Astronomy.....		2	2	3					
Botany.....	7	2	10	3	2				
Chemistry.....	97	65	70	33	21				
Chinese.....									
Civil Engineering.....		1	4	3	3				
Comparative Literature.....				1					
Dermatology.....									
Economic and Social Science.....		23	51	37	13				
Education.....	1	8	19	16	3				
Electrical Engineering.....			2	5					
English.....	165	133	88	58	47				
Genito-Urinary and Venereal Diseases.....									
Geology.....	2	3	6	5					
Germanic Languages and Literatures.....	100	68	37	18	18				
Greek.....	20	20	14	5					
Gynecology.....									
History and Political Philosophy.....	51	117	66	33	27				
Indo Iranian Languages.....				1					
Laryngology.....									
Latin.....	123	51	28	5	15				
Materia Medica and Therapeutics.....									
Mathematics.....	136	43	24	8	23				
Mechanical Engineering.....	4	4	12	5	2				
Mechanics.....	1	5	1	5					
Metallurgy.....			2	1					
Mineralogy.....			2	4	1				
Mining.....				1					
Municipal and Private Law.....				24	1	74	106	93	13
Music.....	3	9	9	14	1				
Neurology.....									
Obstetrics.....									
Ophthalmology.....									
Orthopædic Surgery.....									
Otology.....				13					
Pathology.....									
Pediatrics.....									
Philosophy.....	2	74	91	45	12				
Physical Education.....	168	133	12	2	3				
Physics.....	80	39	30	13	20				
Physiological Chemistry.....				13					
Physiology.....		1	5	14					
Practice of Medicine.....									
Psychology.....	2	34	40	15	10				
Public Law and Jurisprudence.....			5	12	1		32	61	2
Romance Languages and Literatures:									
French.....	71	49	24	10	21				
Italian.....	1	5	5	4	1				
Spanish.....	2	5	9	4	3				
Semitic Languages.....	1	2		5					
Surgery.....									
Zoology.....	9	8	7	2	1				

TABLE XVI.—(continued)

COURSES OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

MEDICINE					APPLIED SCIENCE					POLITICAL SCIENCE		PHILOSOPHY		PURE SCIENCE		Fine Arts	Total Number of Students
1st Class	2d Class	3d Class	4th Class	Non-Candidates	1st Class	2d Class	3d Class	4th Class	Non-Candidates	Higher Degrees	Non-Candidates	Higher Degrees	Non-Candidates	Higher Degrees	Non-Candidates		
80	82			8			27	21		4		12	2	1			184
					22	1								7		107	110
					128	140	58	58	1	1				20	1		63
74					60	71	99	73	12			3	1	1			70
										1				3			799
			152									34					5
																	319
																	36
																	152
										108							256
						139	139	64	11	15	16	7	1	14			119
										6	1	42		5			366
		100										137	4			1	640
						71	48	33	9					21			100
									1	5				2		1	198
		100	152									50	4				305
												35					94
										97	2						252
										1		81					424
												8	2				12
												57	2				152
																	282
	83	100	152														335
					139	143	12	2	9			2		34		18	593
					128	139	138	142	15					10		11	610
						127	139	92	7					19		6	402
					34	83	68	61	12					7			224
						27	48	3	8					5			132
						44	52	51	11					10	1		170
										3							313
												2				33	71
	83	100	152														252
		100	152														335
		100	152														100
																	152
		100	152														100
80	83	100	152	5													281
		100								15	1	76	8	2			252
					128	139											326
54					127	129				9						26	611
81	36									1				18		1	524
80	82			22										9			161
	83	100	152	2										9			193
										2		28	2	1			335
										37	4						134
																	154
										2		37	1	1			217
										1		10					27
										3		10					34
	83	100	152	5								28	5				44
										3							340
												2		43	4		80

SUMMER SESSION OF 1906

The registration of the Summer Session of 1906 shows an encouraging increase over that of the previous year, the attendance reaching the highest point in the history of the school. While the number of students attracted last year by the convention of the National Education Association which was held at Asbury Park early in July, 1905, was not as large as had been expected, it was no doubt responsible for a part at least of last year's increase. The fact that this year's convention of the National Education Association was not held in California, as originally contemplated, may have caused a number of teachers to remain in the East, instead of taking the trip to the Pacific coast. The growth in enrolment since the first year of the session is illustrated by the following comparative table:

Year	General	Medical	Total	Percentage of Increase over 1900
1900	417	—	417	—
1901	579	—	579	38.85
1902	643	—	643	54.19
1903	940	53	993	138.13
1904	914	47	961	130.45
1905	976	42	1,018	144.12
1906	1,008	33	1,041	149.64

The percentage of men shows a slight decrease over last year, but nevertheless it is much larger than it was in the early sessions. This year the percentage of men reached 47.74 as against 48.92 in 1905, 45.68 in 1904, 41.49 in 1903, 39.19 in 1902, 26.68 in 1901, and 27.34 in 1900. This increase in the number of men is due in large measure to the fact that the session is coming to be regarded more and more as an integral portion of the regular course. The classification of students by faculties will be found in Table C, the figures

including students who matriculated for the first time this summer. The table shows that there were no less than 166 duly matriculated candidates for the higher degrees, and the total number of students matriculated in the various faculties of the University increased from 354 in 1905 to 461 in 1906. Of the 456 old students, 237 attended one or more of the summer sessions of preceding years, 161 students having attended only one previous summer session, 44 two, 24 three, 3 four, 3 five, and 2 six sessions. The percentage of new students has remained practically the same, it being 56.20, as against 57.86 in 1905 and 54.32 in 1904, the larger percentage in 1905 no doubt being due to the meeting of the National Education Association.

As far as the previous preparation of the students is concerned, no less than 328 of the 1008 students of Morningside Heights hold degrees, 406 in all, distributed as follows: 212 A.B., 71 B.S., 46 A.M., 17 Ph.B., 7 Pd.B., 6 Pd.M., 6 Ph.D., and 41 miscellaneous. In 1905 290 students held 372 degrees.

In Table E students are classified according to residence, and a comparison of these figures with those for 1905 will show an important increase in the percentage and number of students from the South and from foreign countries. All of the divisions, with the exception of the Western, have gained at the expense of the North Atlantic division, the percentage of students from the latter having shrunk from 80.52 in 1904 to 68.75 in 1906. There were 134 students from the South Atlantic division this year, as against 75 in 1904; 51 from the South Central division, as against 13 in 1904; 93 from the North Central division, as against 64 in 1904; and 13 from the Western division, as against 11 in 1904. The 1906 Summer Session students hail from 41 States and Territories, and from 15 foreign countries. The medical students are not included in the comparisons made in this paragraph.

The aggregate attendance on courses is explained in Table F; Table G, which gives the aggregate attendance on the various subjects since the establishment of the session, furnishes a criterion of the nature of the growth of the school since 1900.

REGISTRAR'S REPORT

217

A—STUDENTS CLASSIFIED ACCORDING TO SEX

	General		Medical	Total	
Men.....	464	46.03%	33	497	47.74%
Women.....	544	53.97%	—	544	52.26%
Total.....	1008	100.00%	33	1041	100.00%

B—STUDENTS CLASSIFIED AS OLD AND NEW

	General		Medical	Total	
Previously registered.	434	43.06%	22	456	43.80%
New Students.....	574	56.94%	11	585	56.20%
Total.....	1008	100.00%	33	1041	100.00%

C—STUDENTS CLASSIFIED ACCORDING TO FACULTIES

I. Non-matriculated	567
II. Matriculated:	
1. Columbia College	62
2. Barnard College	18
3. Applied Science	70
4. Architecture	5
5. Medicine	1
6. Political Science, Philosophy, and Pure Science	166
7. Teachers College	119
Total	1008
MEDICAL SUMMER SESSION:	
1. Non-matriculated	13
2. Matriculated	20
Grand total	1041

D—STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS

	Number of Students	Percentage of Total Enrolment
Elementary schools.....	268	26.59%
Secondary schools.....	124	12.30%
Higher educational institutions.....	38	3.77%
Normal schools.....	33	3.27%
Principals (school).....	64	6.35%
Superintendents.....	14	1.39%
Special teachers.....	50	4.96%
Private school teachers.....	20	1.98%
Not engaged in teaching.....	397	39.39%
Total.....	1008	100.00%

E—STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

North Atlantic Division:		693	68.75%
Connecticut	7		
Maine	1		
Massachusetts	21		
New Jersey	102		
New York:			
Outside of New York City	96		
New York City:			
Manhattan and the Bronx	282		
Brooklyn	102		
Queens	21		
Richmond	7	412	
		508	
Pennsylvania	52		
Vermont	2		
South Atlantic Division:		134	113.29%
Delaware	2		
District of Columbia	8		
Florida	7		
Georgia	27		
Maryland	51		
North Carolina	8		
South Carolina	7		
Virginia	19		
West Virginia	5		
South Central Division:		51	5.06%
Alabama	17		
Arkansas	2		
Kentucky	12		
Louisiana	4		
Mississippi	3		
Oklahoma	2		
Tennessee	2		
Texas	9		
North Central Division:		93	9.22%
Illinois	8		
Indiana	9		
Iowa	5		
Kansas	4		
Michigan	10		
Minnesota	5		
Missouri	9		
Nebraska	2		
North Dakota	1		
Ohio	36		
South Dakota	1		
Wisconsin	3		
Western Division:		13	1.29%
California	4		
Colorado	2		
New Mexico	1		
Utah	5		
Washington	1		

Foreign Countries:	24	2.39%
Australia	2	
Austria	1	
Belgium	1	
Canada	2	
China	2	
Colombia	1	
Cuba	1	
Ecuador	1	
Holland	1	
India	4	
Japan	4	
Mexico	1	
Peru	1	
South Africa	1	
Venezuela	1	
Total *	1008	100.00%

* Of the medical students, 15 came from New York (12 from Greater New York), 5 from New Jersey, 5 from Pennsylvania, and 1 each from Massachusetts, Alabama, Kansas, Missouri, Utah, California, Mexico, and South America.

F—AGGREGATE ATTENDANCE ON COURSES

Subjects	Number of Courses	Number of Registrations	Percentage of Total Enrolment
Chemistry.....	9	164	6.82
Domestic Science.....	3	58	2.41
Drawing.....	5	56	2.33
Economics.....	2	32	1.33
Education.....	8	305	12.68
English.....	9	363	15.09
Geography.....	2	49	2.03
German.....	13	204	8.48
Greek.....	2	6	0.24
History.....	4	103	4.28
Latin.....	6	69	2.87
Manual Training.....	6	127	5.28
Mathematics.....	8	199	8.27
Mineralogy.....	2	28	1.16
Music.....	2	24	1.00
Nature Study.....	2	24	1.00
Philosophy.....	4	45	1.87
Physical Education.....	10	147	6.10
Physics.....	9	136	5.65
Physiology.....	3	23	0.96
Psychology.....	4	95	3.95
Romance Languages.....	8	101	4.20
Sociology.....	2	48	2.00
Total.....	123	2,406	100.00

* G—AGGREGATE ATTENDANCE ON COURSES, 1905-1906

Department	Total Enrollment 1900	Total Enrollment 1901	Total Enrollment 1902	Total Enrollment 1903	Total Enrollment 1904	Total Enrollment 1905	Total Enrollment 1906
Anthropology.....	—	—	—	13	13	—	—
Botany.....	28	—	—	—	—	—	—
Chemistry.....	—	—	59	72	119	156	164
Domestic Science....	—	—	—	—	14	35	58
Economics.....	—	—	—	21	28	12	32
Education.....	415	402	351	618	317	366	305
English.....	280	301	260	334	332	367	363
Geography.....	59	—	38	—	55	49	49
Geology.....	—	—	—	25	21	19	—
German.....	—	67	101	152	174	201	204
Greek.....	—	—	—	—	—	10	6
History.....	15	71	51	134	122	88	103
Latin.....	—	14	51	50	67	55	69
Manual Training....	21	44	72	112	124	134	127
Mathematics.....	73	71	108	164	217	210	199
Mechanical Drawing	—	—	—	—	35	38	56
Mineralogy.....	—	—	—	—	—	—	28
Music.....	—	—	—	48	34	47	24
Nature Study.....	—	30	46	53	34	42	24
Philippine Islands....	—	—	—	11	—	—	—
Philosophy.....	24	58	53	62	48	42	45
Physical Education..	42	67	88	105	149	157	147
Physics.....	40	56	82	68	86	96	136
Physiology.....	—	—	—	10	23	19	23
Psychology.....	88	155	89	92	138	91	95
Romance Languages	—	20	51	110	98	114	101
Sociology.....	—	—	—	—	—	33	48
Total.....	1,085	1,356	1,500	2,254	2,248	2,381	2,406
No. of courses given	28	43	59	78	111	117	123

* A number of changes have been made affecting education, English and nature study, the courses in teaching of English in secondary schools, and teaching of nature study, having been inserted under, English and nature study, respectively.

GENERAL CATALOGUE, 1906 EDITION

As Secretary of the Committee on the General Catalogue, the Registrar has had in charge the preparation of the 1906 edition of the Catalogue of officers and graduates. The volume is now in press, and it is hoped that it may be ready for publication by January 1.

Respectfully submitted,

RUDOLF TOMBO, JR.,

Registrar

REPORT OF THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

*To the President of Columbia University
in the City of New York,*

SIR:

I beg to submit herewith the report of the Department of Buildings and Grounds for the year ending June 30, 1906.

The beginning of the year found three of the buildings which were under construction, namely Hartley and Livingston Halls and the School of Mines, well advanced **Completion** toward completion, but, by reason of a stone **of Build-** cutters' strike, somewhat behind the schedule **ings** which had been laid down for their progress. As rooms had been assigned in the Residence Halls and as the former quarters of the Department of Mining and Metallurgy in Engineering and Havemeyer were already being invaded by the departments which were to take their place, it was absolutely necessary that these buildings should be ready for occupancy when the University opened. The contractors, under persistent urging, responded with more vigor than is often the case and, with everybody working together, the desired result was accomplished. The first room in a Columbia dormitory was occupied on September 18 and classes were held in the School of Mines on September 27, less than eleven months from the time the corner-stones of the buildings had been laid. It was a month more before the mechanics were out of the buildings, but they interfered very little with the actual occupation. In view of the experience of some of our neighboring institutions, both educational and otherwise, the corner-stones of whose buildings had been laid some six months before ours and which are not yet ready for occupancy, great credit is due to the contractors and architects who so successfully rose to the occasion.

On the opening day of the University 278 rooms in the dormitories had been assigned and, as the advantages of the buildings became known to the students, this number steadily increased until a maximum of 400 rooms, (about two-thirds of the capacity of the buildings), assigned to 351 officers and students, had been reached. These rooms were divided among the various schools and classes as follows:

LIVINGSTON HALL

	1st Year	2nd Year	3rd Year	4th Year	Special	Graduate	Officers	Total
Applied Science.....	17	3	14	14	8	—	—	56
College.....	3	2	1	2	3	—	—	11
Fine Arts.....	—	—	—	—	—	9	—	9
Law.....	14	22	12	—	—	—	—	48
Medicine.....	1	1	—	—	—	—	—	2
Officers.....	—	—	—	—	—	—	12	12
Pharmacy.....	—	—	—	—	—	—	—	—
Philosophy.....	—	—	—	—	—	5	—	5
Political Science.....	—	—	—	—	—	5	—	5
Pure Science.....	—	—	—	—	—	8	—	8
Teachers College.....	—	—	2	2	3	8	—	15
Miscellaneous.....	—	—	—	—	2	—	—	2

HARTLEY HALL

	1st Year	2nd Year	3rd Year	4th Year	Special	Graduate	Officers	Total
Applied Science.....	8	6	5	5	2	1	—	27
College.....	9	8	16	9	6	—	—	48
Fine Arts.....	—	—	—	—	—	11	—	11
Law.....	12	12	11	—	2	—	—	37
Medicine.....	3	—	—	2	—	—	—	5
Officers.....	—	—	—	—	—	—	5	5
Pharmacy.....	—	—	1	6	—	—	—	7
Philosophy.....	—	—	—	—	—	8	—	8
Political Science.....	—	—	—	—	—	11	—	11
Pure Science.....	—	—	—	—	—	5	—	5
Teachers College.....	—	1	2	5	1	5	—	14
Miscellaneous.....	—	—	—	—	—	—	—	—

LIVINGSTON HALL—HARTLEY HALL

	1st Year	2nd Year	3rd Year	4th Year	Special	Graduate	Officers	Total
Applied Science.....	25	9	19	19	10	1	—	83
College.....	12	10	17	11	9	—	—	59
Fine Arts.....	—	—	—	—	—	20	—	20
Law.....	26	34	23	—	2	—	—	85
Medicine.....	4	1	—	2	—	—	—	7
Officers.....	—	—	—	—	—	—	17	17
Pharmacy.....	—	—	1	6	—	—	—	7
Philosophy.....	—	—	—	—	—	13	—	13
Political Science.....	—	—	—	—	—	16	—	16
Pure Science.....	—	—	—	—	—	13	—	13
Teachers College.....	—	1	4	7	4	13	—	29
Miscellaneous.....	—	—	—	—	2	—	—	2

1st Year	67
2nd Year.....	55
3rd Year	64
4th Year	45
Special	25
Graduate	76
Officers	17
Miscellaneous	2
	<hr/>
	351

Number of rooms occupied in Hartley Hall.....	204
“ “ “ “ “ Livingston Hall.....	196
	<hr/>
Total.....	400

It is safe to say that the buildings have proved very satisfactory and that the students have greatly appreciated them. This is shown by their enthusiastic comment, by the excellent care which they have taken of the buildings and furniture, and by the fact that nearly fifty per cent. more rooms have been assigned at this date than at a corresponding period last year.

The administration of the buildings has run on the whole very smoothly, although as was natural with a new venture, many conditions arose which required adjustment. **Administration of Residence Halls**
The working of the student Hall Committees came quite up to what had been expected of them, and while naturally slow to accept responsibility, they nevertheless,

when the occasion arose, acted with a sureness and unanimity which showed not only the wisdom of letting the students handle their own affairs, but also gave indication of the cementing influence which the dormitory life had undoubtedly exerted over them.

An interesting and somewhat unexpected feature of the dormitory life which developed was the opportunity which it gave us to look after the health of our students, who, buried away in hall bedrooms, might otherwise not have received prompt treatment in case of illness. An arrangement was effected with the University Medical Visitor by which he should be notified whenever a student in the dormitories was sick. Thirty-one cases were examined or treated by him, but fortunately most of these were not serious.

It is also gratifying to note that the financial return from the dormitories has been entirely satisfactory and will warrant the erection of more buildings for the same purpose as soon as the demand for them exists.

With the opening of the dormitories, a University Commons for the accommodation of the men living in them became necessary. The large south room on the Commons first floor of University Hall was made as attractive as the temporary character of its construction would permit, and fitted up for this purpose. The kitchen and storerooms were enlarged and additional equipment was installed. A careful investigation was made of the methods in use in the Commons in other universities and a combination system of table d'hôte and à la carte has been adopted. A weekly ticket, good for twenty-one meals, costs \$3 and entitles a man to fruit, cereal, vegetables, bread, rolls, butter, tea, milk, coffee, soup, and dessert. For meat, fish and eggs an extra charge is made, but this is kept as low as possible. During the year the average total cost per man has been \$4.62 per week. This is considerably less than the weekly average at other institutions where a similar system is in vogue and speaks well for the evident desire of the caterer to keep the prices as low as possible. Rather unattractive quarters and the previous unsatisfactory reputation of the University lunchroom, which had to be lived down, operated to limit the

average weekly attendance at the Commons to 108 men, but there should be an improvement in numbers next year. The dietary was periodically submitted to members of our Medical Faculty for criticism and suggestions and the following typical bills of fare indicate the variety of food offered:

BREAKFAST

Fruit	
Orange	Apple 3
Cereals	
Malt breakfast food	
Porridge	Grape nuts
Small pitcher of cream 3	
Eggs	
Boiled or fried each 5	Poached eggs on toast each 6
Omelette two eggs 10	Raspberry Omelette 15
Meats	
Fried ham or bacon one egg 15	
Lamb Chops 15	Corned beef hash 10
Saute potatoes	
Rolls	Muffins
Coffee	Tea
	Milk
	Cocoa

LUNCHEON

Consomme	
Catsup	
Chicken okra	
Radishes	
Meats	
Roast sirloin of beef 12	
Braised lamb and beans 12	
Cold	
Ham 10	Corned beef 10
Roast beef 15	Salmon 15
Vegetables	
Mashed potatoes	
Green peas	Spaghetti Italienne 3
Dessert	
Farina pudding	Fruit
Ice cream 5 and 10	
Tea	Coffee
	Milk

DINNER

Soups	
Consomme	
Catsup	
Vegetable	
Cold slaw	
Meats	
Prime ribs of beef 15	
Roast mutton with jelly 15	
Fricassee of lamb 12	
Cold	
Ham 10	Corned beef 10
Roast beef 15	Salmon 15

	Vegetables	
	Boiled or mashed potatoes	
Creamed wax beans		Fried parsnips 3
	Dessert	
	Baked apple dumpling	
Tea	Coffee	Milk

I trust the day is not far distant when we will have a dignified dining-hall with well equipped kitchens, storerooms, and all that is necessary to prepare wholesome food quickly and economically, and an endowment which will enable us to provide this food at the least possible cost to our students.

As the room in University Hall which had been used for several years as an officers' lunchroom was needed for kitchen **Faculty** and storeroom purposes when the Commons was **Club** established, it became necessary for the faculty to use the student lunchroom at the north end of the building. This plan was far from satisfactory and furnished an additional argument for establishing an officers' club, which should have one of the smaller old buildings set aside for its use. Space temporarily available for the Department of Music having been found on the fourth floor of the new School of Mines building, this department was moved out of South Hall and the latter building was transformed into a Faculty Club House. Partitions were changed and torn out, electric lights installed, a kitchen, serving- and dining-rooms, lounging- and bed-rooms fitted up and furnished and the entire interior redecorated. The club took possession immediately after the Christmas recess and it has proved an important factor in bringing the members of the faculty together in social and helpful intercourse.

The new building for the School of Mines has proven very satisfactory, both in exterior design and in interior arrange- **Mines and** ment, although on account of insufficient funds it **Engineering** has not been possible to equip the building as fully as it should be. In addition to more money for equipment an endowment fund for the care and maintenance of this building is very much needed.

The rooms in Engineering vacated by the Department of Mining have been allotted to the Departments of Civil,

Mechanical, and Electrical Engineering. Several of the rooms in Havemeyer given up by the Department of Metallurgy have been very fully equipped as Electro-Chemical Laboratories.

Progress on St. Paul's Chapel has been exceedingly slow but the structural work is now completed, the organ is being installed, and the chancel woodwork and furniture St. Paul's will shortly be put in place, so that the building Chapel should be ready when the University opens in the autumn. The three beautiful chancel windows given by the donors of the building and executed by John La Farge, representing St. Paul preaching on Mars Hill, were installed before Commencement Day, as were the sixteen memorial windows in the dome, executed by Maitland Armstrong. The latter windows were given in memory of alumni or trustees of the University. The two large transept openings have been filled with temporary glass until such time as sufficient funds are in hand for memorial windows.

The Chapel has certainly fulfilled the promise which it gave during construction of being a beautiful building. The architects have spared neither time nor trouble and have given the best that was in them toward accomplishing this result.

In view of the need for a new building for the School of Law and the hope that funds would be forthcoming for the erection of Kent Hall for this purpose on the **East** northwest corner of Amsterdam Avenue and 116th **Hall** Street, the work of moving East Hall to a site nearer the Library building was begun early in the year. Unforeseen structural conditions made it necessary to sacrifice speed for safety in doing this work, but it was finally accomplished without mishap and the building now rests on its new foundation with every promise of serving a useful purpose for some years to come.

When Hamilton Hall is completed, East Hall will be given up entirely to graduate work. It is proposed to establish offices on the ground floor for the Deans of Political Science, Philosophy, Pure Science, and for the Acting Dean of Fine Arts, with a common public office and a clerk constantly in

attendance. This plan of bringing several of the deans offices together is expected to greatly simplify matters for students entering our graduate schools, and is undoubtedly the forerunner of the plan which must appeal to every one who has given thought to the subject, namely, that of locating all the administrative officers of the University in one building, and if possible, on one floor of a building centrally located, such as University Hall. This will result in a saving of time and confusion to entering students, who will thus be able to transact their business much more conveniently with the deans, secretary, registrar, bursar, etc.

It is planned to use the balance of East Hall as consultation rooms and offices for the graduate work in Romance and Department of Germanic Languages, Greek, Latin, and Philosophy. **Departmental Assignments** The graduate work of the Department of Mathematics will be transferred to the rooms on the third floor of Fayerweather which will be vacated by the officers doing undergraduate work in the Department of English, who in turn will move into Hamilton Hall.

The offices on the first floor of Hamilton Hall have been assigned to the Dean of the College and to the Department of Mathematics; those on the second floor to the **Hamilton Hall** Department of Romance Languages, on the mezzanine floor to Germanic Languages, on the third to Greek and Latin, on the fourth to English and Philosophy, and on the fifth to History. The large well lighted room on the east end of the second floor will be fitted up as a College Study. It having been decided, for reasons of sentiment, that no graduate work of any kind is to be carried on in Hamilton Hall, it will be interesting to see how the experiment of splitting up the various departments, officers in which give both graduate and undergraduate courses, will work out. It is a plan not economical of room, but that may prove to be of minor consideration. It may, in fact, demonstrate the advantages of a Hall of Philosophy.

Hamilton Hall is developing into a building of great beauty and dignity, but the progress of its construction has been far from satisfactory. Originally hampered by a strike of the iron workers, the contractor has been apparently unable

to make up the time thus lost. Constant pressure is being brought to bear upon him to have the building completed before the opening of the University in September, but it has been seemingly impossible for him to accomplish this.

While the transfer of the Department of Philosophy to Hamilton and East Halls and the establishment of a College Study in the former building will relieve to a small extent the pressure on the Library building, the erection of Kent Hall is sorely needed to make it possible to devote the space now occupied by the Schools of Law and Political Science toward relieving the constantly increasing congestion in the Library department.

The completion of University Hall and the erection of buildings for the School of Journalism and the School of Fine Arts are also greatly to be desired.

The demands of Hamilton Hall as well as of the buildings recently completed and in prospect have made it necessary to add to the main power plant equipment. Additional boilers, engine, and dynamo have been ordered and will be installed during the summer. This will also necessitate the erection of the west chimney over University Hall, which will certainly not improve the uncouth appearance of that unfinished building.

The change which was made in our electrical plant last year from the two-wire to the three-wire system worked on the whole very well for its first year, although the regulation was at times erratic, due to causes both inside and out of the power plant. Conditions have improved throughout the year and we hope for very successful operation henceforth. The financial value of the new system has been demonstrated by the fact that it enabled us to save \$4500 on the electric feeders to Hamilton Hall, the first to be installed since the change was made.

At Teachers College the need for more room is becoming more and more acute and it is already a difficult problem to find enough rooms available for lectures as well as to provide the additional laboratory space necessary to enable several of the departments to continue to do efficient work. A new building for Domestic Art and Science would

greatly relieve this situation and would release rooms in the Macy, Milbank, and Thompson buildings which should now be used for other purposes. During the past year extensive changes tending to increase the beauty and dignity of the entrance vestibule and corridor of the latter building have been made at the suggestion of the donor. The steadily increasing use of this building has already made it necessary to enlarge its equipment. Additional equipment has been installed in the Horace Mann School and the studios and offices of the Art Department in the Macy Building have been entirely redecorated. It was also found necessary to add to the space required for storage of coal and changes in the boiler equipment were made to increase its capacity.

The year at Barnard College has been a very important one so far as its buildings and grounds are concerned. A **Barnard College** scheme for the development of the Milbank Quadrangle, prepared by Mr. Charles A. Rich in consultation with Mr. McKim, which had been under consideration for some time, was adopted by the Trustees, and plans for a new dormitory were approved and its construction authorized.

The plans for the development of the Milbank Quadrangle contemplate the erection of seven distinct buildings. The most northerly of these, opposite the present Barnard buildings is, like the latter, composed of a middle section facing 119th Street with wings on the avenues. It is proposed to use the middle section as a library and the wings for classrooms. The next building to the south extends along Broadway, and is designed to contain a large auditorium, classrooms, and administrative offices. Beyond this is another building somewhat similar to the first. It is expected that this also will be used for academic purposes. These buildings thus arranged form three sides of a large open court facing toward the west which, with steps and terraces leading up from Claremont Avenue, will serve as the main approach to the entire group. South of the last named building, leaving a broad open space across the quadrangle on the axis of the Library of Columbia University, is located a central chapel, surrounded by three dormitory buildings. Two of these

adjoin the chapel, one on either side and the third, the most southerly building of the group, faces on 116th Street, and can be built in three units, *i. e.*, a central part and two wings. The buildings will all have a common base and cornice line which will be about seven feet lower than the corresponding lines on the University buildings on the east side of Broadway. It is expected that the cornice line of the present Barnard buildings will be carried up to the level of that on the buildings to be erected on the Quadrangle.

The dormitory upon which construction is to be begun at once and which is to be completed by September, 1907, is the central part of the building last named. It will be built of overburned brick, limestone, and terra cotta to correspond with the present Barnard buildings. Until the wings along the avenue are completed its east and west walls will be of rough brick and naturally rather unattractive in appearance. It will be of fire resistant construction and will be comprised of a cellar, basement, main floor, mezzanine and five upper floors and an attic.

The heating apparatus, coal and trunk storage, etc., will be in the cellar and the basement will contain a kitchen, serving pantry, and storerooms of a capacity sufficient to supply the entire proposed group of dormitories. The dining-room, parlor, reception- and cloak-rooms will be on the first floor and the matron's rooms and several living-rooms will be on the mezzanine floor. The five upper floors will be devoted to bedrooms and studies arranged singly and in suites. Some of the bedrooms will be connected with private baths and a number of the studies will have fireplaces. The attic will be used for servants' rooms, a sewing-room, and an isolated suite of rooms fitted up to be used in case of sickness. The building will have 98 rooms for students and will have an electric elevator, steam heat, electric light, hot and cold water in each bedroom and tub and shower baths on each floor.

Barnard has felt seriously the lack of a dormitory since Fiske Hall was converted to its present use, and the building now under way should most successfully fill this need. The completion of this building, situated as it is at the extrem

southerly end of the Barnard grounds, will naturally call for the grading and planting of the space between it and the present buildings. This can be made very attractive, as soon as funds for the work are available. It should fulfil in a larger way the purpose so successfully attained by the present gardens and tennis courts at the north end of the quadrangle.

There is little to note in connection with the buildings or plant at the Medical School and the College of Pharmacy during the past year. The decrease in the number of students in both schools made it unnecessary to provide additional accommodations, and work has been confined to the usual repairs, painting, and routine administration. It may not, however, be amiss to draw attention at this time to the fact that the interior arrangement of the Medical School buildings is very unsatisfactory, and in the event of a marked increase in the number of students will not admit of a proper extension of individual departments or of an efficient arrangement of various departments with respect to each other. This is partly due to the fact that additions to the buildings have been made without following any prearranged or well considered plan for expansion. The opinion that it may some day be desirable to establish the Medical School in new buildings on Morningside Heights appears to be gaining in favor. An inspection of the carefully planned and finely equipped new buildings which have recently been completed for the medical schools of a number of our sister universities certainly gives the impression that we are not keeping abreast with the best that is being done in this direction.

During the year Mr. Frederick Law Olmsted, Jr., submitted a preliminary report dealing principally with suggestions for the preservation of the trees on the Green and City Grounds for its further planting and development. These unfortunately it has not been possible to carry out because of lack of funds. He has also made valuable suggestions for the preservation of the large English yews on South Court, which have been carried out with much evident advantage to the trees and to the great improvement of South Court itself.

The smoky atmosphere, the climatic conditions in this City and the sub-surface conditions of the upper Campus render it practically impossible to follow precedents in planting usually associated with our type of general plan and architecture. Mr. Olmsted has consequently found the problem of treating this part of our grounds a very difficult one and has requested further time for its consideration. His final report is awaited with much interest.

While the dormitories were under construction the work of developing and grading South Field was also carried on. Some 22,000 cubic yards of earth were moved to obtain the required grade in front of Hartley and Livingston, and to level off a practice field for baseball, lacrosse, etc. A running track and seven tennis courts were also laid out. The latter proved very popular with our students and were crowded in fine weather during the autumn and spring. Three more tennis courts and eight concrete outdoor handball courts are now being built and the westerly side of South Field is being graded, which will make it more available for outdoor sports.

It is a great pleasure to note that several of the needs of the University which, as was suggested in my last annual report, could very well take the form of class **Gifts** memorials or individual gifts, have been met in **and** this manner. These are the bronze torchères for **Further** the buttresses of the Library, the granite fountains **Needs** for South Court and the flagstaff southeast of the Library. In addition to these a memorial window has been donated for the social hall in Livingston, three pairs of ornamental iron doors for the entrance to Hamilton Hall and the carving of the three seals placed above them. The following are still needed: Ornamental iron gates, with their granite posts, corresponding to the Mapes Memorial Gates, to be erected at the 119th Street entrance on Amsterdam Avenue, two bronze torchères for the doorway of the School of Mines, two bronze torchères for the front of the chapel, and memorial drinking fountains in the corridors of Hamilton Hall.

The increase in the use of the University buildings in the evening is very encouraging, as is indicated by the fact that

during the past year no fewer than 905 meetings or assemblies of various kinds, with a total attendance of 61,000, **Increased** were held in them after six o'clock P.M. This **Use of** represents an average of between four and five functions on every weekday evening while the University is in session, and is therefore a matter which must not be overlooked in the consideration of our total expenditures for heating, lighting, and attendants. The above mentioned figures do not include the usual evening use of Earl Hall or of the main reading-room in the library.

It is, however, to be regretted that no material progress has been made toward using our buildings continuously throughout the year. To be sure, the Summer Session, under its efficient management, is steadily increasing in scope and attendance, but for several weeks in each year our magnificent plant and equipment still lie practically idle.

Respectfully submitted,

FREDERICK A. GOETZE,

Superintendent of Buildings and Grounds.

REPORT OF THE LIBRARIAN

FOR THE FISCAL YEAR ENDING JUNE 30, 1906

*To the President of Columbia University
in the City of New York,*

SIR:

I beg leave to present the following report of the condition and administration of this Library for the fiscal year closing June 30, 1906.

At the opening of the year every department was overcrowded, the shelves of the seminar rooms were wedged full of books, and at least ten thousand volumes were still in cases unpacked because it was simply impossible to care for them. Our need of increased shelving was so imperative that you secured \$3,500 for this purpose. Under the economic expenditure of Superintendent Goetze this completed the stacks in our main store-room—No. 113, basement—and by the first of January we had found relief. Since that date transfers and readjustments have been made in nearly every department, and the shelves are now in better condition than at any time during the last three years.

With the unavoidable disorder caused by these changes, our service has not been altogether satisfactory. It is increasingly difficult to secure efficient pages. The **Page** service calls for rather more intelligence and education than is found necessary in many other positions, the work is incessant and confining, and there is almost no promise of promotion. There is far less freedom of movement than in the average downtown office, there must be more orderly conduct, there is but slight opportunity to "soldier" and waste time, and there are no "tips." The truant law is enforced more rigidly of late, better wages and more work make

possible longer schooling, and the demands of the downtown commercial districts have greatly increased. Under these conditions we have at times found it almost impossible to maintain satisfactory service. In the month of December alone we hired twenty-six different boys in the effort to secure three. When it is remembered that it takes a lad at least thirty days to learn the subject-locations of the Library, the difficulties and perplexities of the situation are at once apparent. Nothing but mechanical devices, at present unknown, can solve this problem.

In accordance with your request, brief statement is made of the increased activities of this Library during the past **Increased** six years. It is not easy to express this in figures, **Service** partly because there has been such an entire change in the forms of accounting and of record making, and partly because figures always tell the story of library service very inadequately.

The total expenditure for the Library (less receipts, which I understand to mean less income from definite endowment funds) for the fiscal year 1898-99 was \$46,121.51. The total expenditure for the fiscal year closing June 30, 1905, upon the same basis, was \$49,988.75; an increase of almost exactly eight per cent. Compare with this the following:

At the close of the fiscal year 1898-99 the official record showed 2208 students and 263 officers of administration. At the close of the fiscal year 1904-05 there were 4981 students and 522 officers; an increase of almost exactly one hundred per cent. While it is true that this increase includes students and officers who do not make frequent use of the Library, such as those connected with the College of Physicians & Surgeons and the College of Pharmacy, there has been a proportionate increase in the number of those who are patrons of the Library.

On June 30, 1899, there were 275,000 volumes in the Library. This number was increased almost exactly a hundred thousand volumes by June 30, 1905; or a gain of nearly forty per cent.

For the fiscal year 1898-99 the loans for use in the building were 28,574 volumes; which so increased that for the year 1904-05 the loans for use in the building were 84,797. In

addition, we now carry nearly 4000 books on special reserve (where about 450 were carried prior to the inauguration of this policy), from which 62,000 volumes were loaned; or a total gain in this branch of the service of four hundred per cent.

For the year 1898-99 we loaned 184 volumes to 35 other educational institutions, and we borrowed 59 volumes from 10 such institutions; whereas during the last fiscal year we loaned 439 volumes to 47 institutions and borrowed 216 volumes from 17 institutions; an increase of one hundred and fifty per cent.

As a further illustration of the service of the Library may be mentioned the fact that through the academic year the number of books out on loans to officers of the University has averaged about 3000; while proof of freedom of use is found in the fact that one officer had at one time 260 Library volumes on the shelves of his private study.

With the opening of the subway and the consequent greater ease with which the University may be reached from the lower city, and with the rapid increase of population near the University, the demands upon the Library made by what may be called the outside public have multiplied daily. Many seem to think that this is a public library, and are greatly aggrieved to be informed that they are mistaken. Attorneys living in this part of the city, especially the younger members of the profession, distant from their offices and from law libraries, are constantly asking permission to use our law library evenings. Students in the New York University and the College of the City of New York, living near us, wish to read here evenings, and turn to this Library for whatever titles they do not find in their own. Students of the public high schools and of the private preparatory schools of the city come here in great numbers whenever a debate or an oratorical contest or any special work demands outside reading.

This public patronage, following close and fast upon the large increase in the number of our own students and officers, made it absolutely necessary to place quite definite restrictions upon the use of the Library by outsiders. Accordingly the Trustees decided that the Library

Not a
Public
Library

may be open to the officers of the University of New York, of the College of the City of New York, of the Metropolitan Museum of Art, and of the American Museum of Natural History; and to other residents of the city of mature years, desiring to engage in definite research which cannot be successfully conducted in public or other libraries. Unless personally known to the Librarian, these readers must file satisfactory applications for the privilege, responsibly indorsed.

It has not been easy to enforce these regulations without some friction and irritation, or without considerable disappointment on the part of some who were more anxious to spend pleasantly an occasional idle hour than they were reasonable in an effort to understand the situation. In the main, however, we have been successful, and while sincere investigators understand that the resources of the Library are at their disposal, we have greatly reduced the number of casual readers—especially perhaps the number of those immature people who for a long time made extraordinary demands upon the time of our reference librarians and upon the seating capacity of our reading room.

In this connection may be noted the fact that the University Library can never become a collection of curios, and **Not a** really has very little space to spare for these. **It Museum** is first of all educational, and not a museum of things which are simply or generally interesting. Whatever is rare and at the same time bears directly upon the work of the departments we are glad to obtain, either by gift or by purchase—and we may accept as gifts some things which have only a somewhat remote bearing upon this work. But any one knowing present conditions and looking forward even a hundred years must appreciate the fact that one of the duties of a librarian is that of wise selection and equally wise rejection. This is a somewhat fearful responsibility, but he must accept it. The problem of the future is perpetually that of floor space, shelf room, and efficient administration; and this absolutely prohibits bringing into this building or undertaking the care of anything which is clearly unnecessary for the present work of the institution or for

what we may reasonably anticipate will be its work in the future.

Three departments of the Library have given especial attention during the year to the cost of their own part of the work of the Library, and the results may be of interest to the University world. A careful analysis shows that the cost of ordering a book, accessioning, and caring for all bills and accounts connected with this transaction, is about twelve cents per title. The cost of cataloging and classification, including all processes between the Order Department and the Shelf Department, is about twenty-one cents per title. The cost of circulating a volume, from the time a reader calls for it until it is again in its place on the shelves, seems to be a little less than two cents per volume.

In April I sent a circular letter to seven somewhat neighboring universities, having typical libraries, stating that it would be interesting, and possibly helpful to know what proportion of their total annual expenditures goes for their libraries, and what proportion of their library expenditures covers personal service.

As no two institutions use exactly the same forms of book-keeping it was not possible to make either the reports or the comparisons with the utmost accuracy. But the details of each report were studied with care, and the proportions or per cents. are reasonably correct—sufficiently so to make the comparison worthy of attention. As far as possible items not common to all were eliminated from the reports thus establishing a reasonably uniform standard of comparison.

It is understood that these statements are not definitive.

Of its total annual expenditure (except permanent additions to plant), Princeton devotes 9.2 per cent. to its library, Harvard 9.1 per cent., Columbia 7.6 per cent., Yale 5.5 per cent., Cornell and Chicago each 4.6 per cent., University of Michigan 4 per cent., and Pennsylvania 3.4 per cent.

Of its total library expenditure (except as above) Columbia pays for personal service 53 per cent., Chicago 52.6 per cent., Harvard 49.9 per cent., Pennsylvania 46.6 per cent., Yale

46 per cent., Princeton 45.7 per cent., Cornell 45.3 per cent., and Michigan 41.6 per cent.

Commenting upon library administration the *Evening Post* said recently: "A few years ago, when the library was regarded chiefly as a collection of books and before the importance of trained library service was generally recognized, that from two to ten times as much should be spent on salaries as in the purchase of books, would have seemed like a wanton waste of public funds. To-day, as pointed out recently by Professor Reyer in an article in a German periodical, the very best test we have of a library's progressiveness and public usefulness is to be found in the proportion of its expenditures devoted to salaries."

In this connection may be noted the fact that a somewhat new field is opening, in large cities at least, for women with **A New Field** library training who have also those other qualities which make success in the business world at all possible. It is six years since the first member of the staff of this Library withdrew. During that time at least fifteen have accepted commercial positions, receiving an increase in salary from twenty-five per cent. to seventy-five per cent. They find these positions satisfactory, in the fact that the hours are no longer (often less) than here; the offices are quiet, well lighted, well ventilated and well equipped; all possible courtesy and consideration mark personal and official relations; there are quite as many holidays as with us (except that the summer vacation is necessarily shorter), and in many of these positions there is a large Christmas "remembrance" in addition to the fixed salary.

Granting all that can be said in favor of a great central and unified University library—and this is the only form **The Ex-Office Staff** which can be administered to the reasonable satisfaction of all without an extraordinary duplication of expenditure in every direction, an expenditure which no institution in this country is as yet ready to meet—it is still true that such a library must be composed of quite distinctly developed departmental collections, so classified that the titles which are peculiar to a department may be quite generally found in one body. To

build a library in this way calls for most competent, continuous, and intelligent co-operation on the part of all who are interested. The details of administration may well be in the hands of the librarian, but the selection of the titles which are to form such a library can never be successfully determined by one or even by a few. There is need of expert information not only in each department but in each division of each department. A successful administrator of the Library will regard the officers of the University as *ex-officio* members of his staff, and will constantly seek their counsel. There are many obstacles to the entire success of this plan, such as the fact that officers of instruction are burdened with their special duties and have very little of their own time for careful and extended consideration of the literature of their own fields, that frequent changes among the younger officers prevent continuous and systematic library work on their part, and that unconsciously every man is more or less biased or limited by the intensity of his devotion to his own specialty. The ideal condition, perhaps, is that which permits the employment of a large number of high-grade reference librarians and bibliophiles, covering all the great divisions of the library and the work of the University. There are objections to this again, in the fact that even the best of these men are often out of touch with present-day methods of instruction, cannot be brought into entire sympathy with department officers, and each in his specialty is liable to the same bias and limitations as those which naturally and inevitably come to any specialist.

For the present, at least, the free use of department officers is undoubtedly the most practical and satisfactory arrangement that can be established. It would really save their own time and effort in several directions if these officers gave more time to the study of the catalog and the books upon the shelves, and it would be especially helpful in the line of definite and continued policy if each department would name some one permanent officer to look after the library interests of the department, through whom all requests for purchase should pass to the order department of the Library. Real advance will be made only when the

departments take this matter up in a more serious and systematic way than at present. In such an effort they may be sure of the hearty co-operation of every member of the Library staff.

There is doubtful wisdom in public discussion of plans much in advance of the time of action, but the direct interest **Changes in** of all officers and students in changes which must **Occupancy** be made in the interior of the Library, as the work of instruction withdraws to other buildings, makes desirable a brief outline of what is now in mind.

The centre of all efficient library administration is the unified stack. The only way in which to secure anything at all like this in our Library will be to abandon the present seminar rooms on the west side of the building (already far too small), extend seminar stacks to fill the rooms thus abandoned, stack the entire west side of the building on the third floor, and transfer volumes now in the east seminar rooms and such others as the increased shelving on both the second and third floors (west side) will then accommodate. This will place immediately above the Loan Desk not far from 250,000 carefully selected volumes. Two light rapid-action lifts running directly from the Loan Desk will give satisfactory service with a minimum expenditure for pages.

On the east side of the building, establish larger and more satisfactory seminar rooms, using both the second and third floors as far as necessary; and on the third floor use the north and south rooms, properly subdivided, for further seminar rooms, consultation rooms, small lecture rooms, etc.

There seem to be no structural objections to this plan, nearly all partitions being of hollow tile laid on the floor and easily changed.

It is entirely true that those using the seminar rooms on the east side of the building will be somewhat separated from the books in which they are interested, then on the west side; but with local telephones and good mechanical or page service this objection will be largely overcome. The loss of time and slight inconvenience would certainly be no more than that which now follows present over-crowding in seminar rooms, and the constant use of books on these shelves by others than those who are studying there.

Of course, there is the alternative of using all gains in floor-space for an extension of our present seminar system, in favor of which much may be said. But unless some mechanical device can be contrived which will overcome distance and insure rapid service, and some method be found to minimize the annoyance caused by shelf-workers, at times almost intolerable to those engaged in study, the decision seems to turn towards the unified stack, as just outlined.

In a previous report I have expressed my hope and desire that the present law reading room and stack room may be used for a periodical reading room and store room, where we may mass our periodicals in a way to make this one of the most interesting and effective collections in the Library.

We have had several opportunities during the year to purchase libraries *en bloc*. Careful examination of the catalogs of these libraries shows such extensive duplication of our own collections that we have not found a single library for which we cared to make an offer. Even with a **Mass** reasonable prospect of disposing of part of the **Purchases** duplicates, it would not pay us in any sense of the word to undertake to handle these private libraries in this way. It is extremely gratifying to have this proof of the reasonable completeness of our own collections. It is hardly too much to say that we have undoubtedly passed the point where it will be safe for us to purchase *en bloc*.

A further illustration of the generally satisfactory condition of this Library is to be found in the fact that on carefully checking an auction-catalog of a collection peculiarly rich in early Canadian and colonial history, Professor Osgood and myself found but 111 titles upon which we would care to bid, and 57 of these were already on our shelves.

The work of the department of Romance Languages has been strengthened during the year which has just closed by the very intelligent and generous co-operation of **Hispanic** Mr. Archer M. Huntington, both personally and **Society** in his official position as president of the Hispanic Society of America. There is a prospect of still further assistance in this direction, because of Mr. Huntington's large-minded desire that the Hispanic Society library and collections shall

be open to officers and students of this University. This Society has brought together a remarkable collection bearing upon the early history of the western hemisphere, and has housed this in one of the most beautiful and convenient buildings in the city, on West 156th Street, between Broadway and the river. It is easy of access by the subway, and under the guidance of the President of the Society promises to be a most important addition to the working facilities of the University.

The detailed reports of Supervisors of departments are already in your hands.

I again acknowledge my indebtedness to the loyalty and faithfulness of every member of the staff.

Respectfully submitted,

JAMES H. CANFIELD

RECORD OF GIFTS

1905-1906

PERSONAL GIFTS

	Vols.	Pam.		Vols.	Pam.
Adams, Edward D.	2		Burgess, Dr. T. J. W.	1	
Ames, John G.	2		Burr, Dr. Charles H.	1	
Anderson, Magnus	1		Burr, Prof. William H.	2	1
Anonymous	1	2	Butler, President	346	290
Arctowsld, Henryk		1	Canfield, James H.	3	13
Avery, Samuel P.	2		Carpenter, Prof. G. R.	26	336
Babbott, Frank L.	1		Carpenter, Prof. W. H.	115	23
Bachman, Nathan LaFayette	1		Casasus, Prof. Joaquin D.		11
Bailey, Peter A.	19	72	Cattell, Prof. J. McK.	96	863
Baldwin, Miss	4	33	Ceradini, Mrs. Carlotta Bos-		
Bangs, F. S.		156	solo	2	
Barrows, Hon. Samuel J.		1	Chandler, Prof. C. F.	2	1
Bauer, O. A.	58	42	Cohn, Dr. Paul		1
Baxter, H.	1		Cole, Prof. Frank C.		23
Behr, H. C.		1	Collier, W. A.	3	
Bennett, Peter		1	Comstock, Frederick H.		
Bigelow, John		1	Cotton, Mrs. S. E.	1	
Bishop, Heber R., Estate of	3		Davis, Andrew McP.		3
Black, George Ashton	1		Dawson, Samuel E.		1
Blacque, Valentine A.	1	7	Day, S. M.	5	
Blake, Dr. J. A.	13	1	Day, W. S.		13
Boas, Prof. Frank		7	Denniston, Rev. Ja. O.	1	
Bolton, Reginald Pelham	1		De Peyster, Gen.	3	1
Borah, W. E.		1	Devine, Prof. Edward T.	2	
Bowersock, J. D.	1		Devoe, W. B.	5	
Brady, Thos.		1	Dobbin, Rev. James	1	
Braunmüller, Wilhelm	1		Dreyfus-Brisac, Edmond		1
Brockhaus, F. A.	1		Drummond, Mrs. Sarah W.		1
Brower, W. L.		1	Eaton, Rev. Arthur W. H.	6	5
Brown, John Crosby		96	Edwards, William A.	1	
Brown, R. G.	1		Egbert, Prof. J. C.	3	
Bucher, Herman		1	Einstein, Lewis	1	
Burdick, Prof. F. M.	317		Emmet, Dr. Thomas Addis.	1	

	Vols.	Pam.		Vols.	Pam.
Erb, Frank C.		9	Krapp, Dr. George P.		1
Erwin, Miss	2		Kroeber, A. L.		1
Evans, Henry R.	1		Kurtz, E. L.		22
Ferguson, E. A.	1		Laird, Prof. Arthur G.		1
Ferrier, Francis		1	Lambert, Dr. Samuel W.	4	
Figarola, Camedia		1	Lauffer, Dr. B.		1
Fink, Henry	1		Lay, Wilfred	15	42
Fiske, T. G.	4	69	Lee, Francis, W.		1
Fitz, G. W.		1	Lee, Ivy L.		10
Flanter, —		1	Leibert, Augustus H.	1	24
Ford, Franklin		1	Levasseur, E.		2
Forrester, Robert		1	Lindheim, Alfred von		1
Foster, Robert O.		1	Loeb, James	1	
Fuld, Leonhard Felix		12	Logan, Walter S.		1
Garrety, William		14	MacCurdy, George G.	1	
Gerard, William R.		1	MacDonald, A. S.	1	
Gerhard, H. W.	1		McMullen, Miss Grace		6
Giddings, Prof. Franklin H.	4	309	McMullen, Mrs. J.		52
Gillett, Fred H.	1		Macy, V. Everit		1
Goetze, F. A.		12	Mahan, Major Frederick A.	220	103
Goetze, F. O. R.		1	Maltbie, M. R.	1	
Gompers, Samuel		11	Marvin, Frederick R.	2	
Goodnow, Prof. Frank J.	3	3	Master, Ardeshir D.		1
Goodyear, Prof. W. H.	1	1	Matthews, Prof. Brander	23	175
Gordon, Charles S.	1		Maxwell, Alexander		1
Gottheil, Dr. G.		3	May, Mrs. Emmeline W.,		
Gottheil, Prof. Richard		1	Estate of	1	14
Gratrex, J. J.		1	Merrill, George A.	1	
Gray, J. D.,	1		Miller, Kelly	1	1
Greathouse, Mary C.			Mitchell, S. Weir		
Green, Dr. Samuel A.	4	58	Moore, C. B.	2	
Habershon, Miss Ada R.	1		Morgan, J. Pierpont	1	
Hallock-Greenewalt, Mary		1	Morton, James F.		1
Halsey, Dr. F. Spencer	29		Mowry, Don E.		1
Hamlin, Prof. A. D. F.	1		Munroe, Prof. H. S.	1	
Hammond, George W.		1	Munroe, James P.		1
Harman, M.		1	Navarro, Juan N.	3	
Harte, Dr. Richard H.	1	1	Nelson, Charles A.	22	5
Hathaway, Dr. C. M.	1		Padelford, Prof. F. M.		1
Hawkes, Hon. McDougall			Page, Prof. Curtis H.	1	
Haxturn, Sutherland R.	191	167	Paltsits, Victor H.		2
Henry, Aurelia		1	Paret, Right Rev William		1
Henry, Horace C.	1		Perry, Prof. E. D.		1
Higginson, James J.		4	Peters, John P.		1
Hill, David S.		3	Petrunkovich, Alexander		1
Hinckley F. E.	3		Pine, John B.	3	2
Hirst, Shakespeare		1	Pincus, Dr. Ludwig		1
Hirth, Prof. F.			Porter, H. F. J.		1
Holbrooke, George O.	1		Prince, Prof. John D.	1	
Holden, Dr. Edward S.	1		Purdy, Lawson		1
Holden, Edwin B.	2		Rogers, Uriah F.	3	
Holt Dr. L. E.	1		Root, A. S.		1
Hoppock, Henrietta		1	Rosenau, William	1	1
Hunter, A. S.		1	Rosengarten, I. G.		1
Huntington, Rev. William R	1	1	Rosenthal, L. W.		2
Jackson, Prof. A. V. W.		52	Santleben, Alfred G.		1
Jackson Dr. George T.	4	1092	Schermerhorn, F. A.	7	
Jacobi, Dr. A.			Schmidt, A. O.	52	25
James, E. W. G.		23	Schneider, Otto C.		1
Jeidels, Otto		1	Schroeder, Dr. Henry H.	81	
Jelliffe, Dr. Smith Ely	1		Schroeder, Theodore		1
Jenks, W. J.		17	Schuyler, Misses L. E. & G.	1	
Jochelson, Mrs. Dinah		1	Schuyler, Philip	1	
Jurado, Antonio M. R.		1	Seager, Prof. Henry R.		4
Justice, Theodore	2		Seligman, Prof. E. R. A.	28	100
Kalbfleisch, C. C.	4		Seligman, Isaac N.	5	
Kellogg, Charles D.		1	Shannon, R. C.	1	
Kemp, Prof. J. F.		2	Short, Mrs. Edward Lyman	1	
Kenny, Dr. Courtney, S.	1		Shrady, Dr. John E.	1	
King, Horatio C.		1	Siebert, Prof. W. H.		1
Kingsley, Carl		1	Sihler, Prof. E. G.	1	
Kiseljak, M.		1	Simkhovitch, V. G.		14
Kleeberg, Gordon S. P.	2		Simonson, Dr.	1	
Klotz, Dr. H. G.	7	15	Sloane, Prof. W. M.		2

	Vols.	Pam.		Vols.	Pam.
Smith, E. R.	1		Vroom, Garret D. W.	1	
Smith, Mrs. M. E.	1		Wakeman, Stephen H.	1	
Smith, Orlando J.		1	Walton, G. M.		1
Smith, Rev. W. W.		1	Ward, George G.		1
Snow, Dr. William B.	2		Ware, Hon. Eugene F.	1	
Spingarn, Prof. J. E.	35		Webb, Mrs. William S.	4	
Stoecklin, H. W.		2	Welcker, Adolph		1
Straus, Oscar S.		1	White, Charles A.		5
Sturgis, Russell	34	1	Whittin, Mrs. Henry	51	
Sutro, Theodore,	1		Whittaker, Thomas		3
Tebbutt, John		6	Wilczynski, E. J.	1	
Thin, James		2	Williams, Gardner F.	2	
Thomas, Dr. H. Wolferstan		1	Wissler, Clark		1
Thomas, Dr. William S.	960		Witte, Count Sergius J.	6	983
Thomason, George M.		2	Woodruff, Lorraine L.		1
Tombo, Drs. Rudolf, Sr.			Woodson, Dr. C. R.		4
and Jr.	56		Woolson, Prof. Ira H.		18
Tombo, Dr. Rudolf, Jr.	6	38	Yamanouchi, S.	6	
Townsend, A. Justin		1	Young, Dr. James, Trustees		
Uchida, S.		1	of	2	
Van der Hoeven, W.	3	3	Zeiss, Carl	1	
Vanderlip, Frank A.		2			
Voelkel, Dr. J.	3	4	Total	11,645	5716

REPORTS AND EXCHANGES

United States, State and City reports, etc.—1302 volumes and 19,850 pamphlets.
Exchanges 433 volumes and 3958 pamphlets.

MISCELLANEOUS GIFTS

Alabama Geological Survey	1 map.
Bishop, Heber R., Estate of	28 specimens of jade.
Brown, W. S.	3 pictures.
Canada, Interior Department	3 maps.
Cattell, Prof. J. McK.	4 rolls of maps.
Compañia Sud-Americana de billete de Banco	1 map.
Dudley, Col. Edgar S.	1 photograph.
Executive Committee on the 250th anniversary of the settlement of Jews in the United States	1 medal.
Huntington, Archer M.	Collection of facsimile reproductions of Spanish documents.
India, Civil Veterinary Department	1 map.
Mahan, Major Frederick A.	1 roll of maps.
" "	5 packages photographs.
" "	7 unbound atlases.
N. Y. Historical Society	1 medal.
N. Y. State Dept. of Health	2 portfolios of maps.
Ross, Rev. J. A.	1 book plate.
St. Petersburg Imperial Academy of Sciences	1 map.
Seidl, Mrs. Anton	Musical library of Anton Seidl.
Seligman, Isaac N.	800 Russian periodicals.
U. S. Geological Survey	9 maps.
Walling, William E.	41 complete papers and other illustrated matter concerning the Russian revolution.

REPORT OF THE TREASURER
TO THE
TRUSTEES OF COLUMBIA COLLEGE IN THE CITY
OF NEW YORK

*To the Trustees of
Columbia College in the City of New York:*

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1906.

CONTENTS

	PAGE
Balance Sheet .....Schedule 1	250-251
Memoranda to Schedule 1	252
Summary of Educational Expenses and Administration Schedule 2	253
Income and General Expenses, 1905-6 .....Schedule 2	253
Personal Estate.....Schedule 3	254
General Income of the Corporation .....Schedule 4	255
Memoranda to Schedule 4	256
Gifts, Legacies and Other Receipts for Designated Pur- poses .....Schedule 5	257-259
Receipts and Disbursements of Income of Special Funds .....Schedule 6	260-261
Miscellaneous Receipts .....Schedule 7	262
Current Expenses.....Schedule 8	263-274
Summary of Schedule 8	274
Miscellaneous Payments .....Schedule 9	275-276
Funds for Designated Purposes: Receipts and Dis- bursements.....Schedule 10	277-279
Interest Account.....Schedule 11	280
Special Real Estate Income and Expense Account Schedule 12	281
Special Real Estate Account .....Schedule 13	282
Principal of Special Funds .....Schedule 14	283-291
Investment of Special and General Funds in Personal Securities .....Schedule 15	292-295
Arrears of Rent.....Schedule 16	296
Auditors' Certificate	296

* BALANCE SHEET, JUNE 30, 1906

Cash Accounts:		Dr.	
General Funds:			
New York Life Insurance & Trust Co.		\$146,126 77	
Bank of New York, N. B. A.		44,462 53	
Corn Exchange Bank—University Branch:			
Treasurer's Account	\$10,160 82		
Bursar's Account	2,267 57		
Hudson River Bank		12,428 39	
Bursar		1,116 28	
Superintendent		50 00	
Secretary		50 00	
Librarian		50 00	
			\$304,314 27
Special Funds:			
New York Trust Co.		79,961 52	
Funds for Designated Purposes:			
Catherine Wolfe Bruce Fund (Mercantile Trust Co.)		\$7,339 06	
Loubat Fund Income (N. Y. Life Insurance & Trust Co.)		3,545 52	
Students' Loan Fund (N. Y. Trust Co.)		6,155 57	
Hamilton Hall Building Fund (N. Y. Life Ins. & Trust Co.)		204,892 45	
			221,782 60
Rents due and unpaid—Schedule 16, page 50			506,008 39
Investment of Special and General Funds in Personal Securities—Schedule 15, page 49			6,218 50
Income of Special Funds—Overdrafts—Schedule 6, 6th column, page 15			4,085,564 48
University, Lands, Buildings and Equipments—Morningside			1,696 14
College of Physicians and Surgeons—Additions and Alterations to June 30, 1900			10,671,348 64
Williamsbridge Property—Williamsbridge, N. Y.			511,541 70
No. 18 East 16th Street, New York			161,775 74
Galliard-Loubat Library Endowment Fund—Nos. 503-511 Broadway, New York			167,109 75
Civil Engineering Summer Course, Morris, Conn.			618,973 41
Loans from Students' Loan Fund on Students' Notes			20,976 07
Columbia University Press			1,974 00
Buildings and Grounds: Planting, 1906-7			158 33
Due for material by Students at College of Physicians and Surgeons			75 00
Summer Session, 1906—Morningside			59 18
Summer Session, 1906—College of Physicians and Surgeons			1,371 40
Rents, 1906-7: Payments to lessees on Renewals			308 62
Rents, 1907-8: Payments to lessees on Renewals			13,728 00
Rents, 1908-9: Payments to lessees on Renewals			4,938 50
			2,436 50
			\$16,776,862 35

Cr.

Principal of Special Funds—Schedule 14, page 45.....	\$3,946,884 11
Income of Special Funds—Credit Balances June 30, 1906—Schedule 6, 7th column, page 15.....	85,213 05
Funds for Designated Purposes: Credit Balances June 30, 1906—Schedule 10, 5th column, page 33	75,039 61
Endowment Account: Real Estate Sold.....	3,376,841 55
Gifts, and Legacies for the Purchase of Land and Erection of Buildings.....	4,943,014 90
Students' Loan Fund.....	8,129 57
Advance Payment of Fees, 1906-7.....	104 50
Barnard Medal.....	80 00
Deposits for Apparatus.....	709 18
Deposits for Keys.....	870 89
Advance Payments of Dormitory Room Fees, 1906-7.....	79 85
Premium Account.....	246 60
Interest Fund, 1906-7.....	1,000 00
Interest Fund, 1907-8.....	1,000 00
Bloomington Site Mortgage.....	\$1,000,000 00
Columbia College 3½ Mortgage Bonds, due 1908.....	1,803,000 00
Loubat Annuity Mortgage, Nos. 503-11 Broadway, New York.....	448,000 00
Chaplain's Residence Mortgage, No. 528 West 114th Street, New York.....	20,000 00
Personal Estate.....	766,855 59
	<hr/>
	\$16,776,862 35

* Exclusive of unsold portions of Upper and Lower Estates.

MEMORANDA TO SCHEDULE 1

The debit item "University, Lands, Buildings and Equipment—Morningside" is composed of the following:

Total cost to June 30, 1898, as shown in Exhibit VI of Treasurer's Report of July 1, 1898.....	\$6,856,112 25
Earl Hall, Construction.....	164,844 65
Hamilton Hall, Construction.....	196,101 11
Hamilton Hall, Equipment.....	85 53
Hartley Hall, Construction.....	333,745 54
Hartley and Livingston Halls, Furniture and Fixtures.....	30,061 98
Kent Hall, Construction.....	15,988 37
Livingston Hall, Construction.....	325,762 17
School of Journalism, Construction.....	749 64
School of Mines Building, Construction.....	304,506 29
School of Mines Building, Equipment.....	18,441 61
St. Paul's Chapel, Construction.....	206,897 65
University Hall, Enlargement.....	108,636 36
University Hall, Equipment.....	17,130 29
South Field: Cost.....	2,022,440 06
South Field: Development.....	27,127 80
Chaplain's Residence: No. 528 West 114th Street.....	28,654 25
129th Street Sewer Assessment.....	749 25
Changes in Organ.....	500 00
Changes in South Hall.....	4,490 42
Class of '81 Flagstaff.....	4,285 00
Equipment of Dining Room and Kitchen, Officers' Club.....	1,200 00
Model of Buildings and Grounds.....	16,647 70
	<u>\$10,685,157 92</u>
Less over-charge to amount shown in Treasurer's Report of July 1, 1898, and subsequently adjusted.....	13,809 28
	<u><u>\$10,671,348 64</u></u>

The credit item "Gifts and Legacies for the Purchase of Land and Erection of Buildings" is composed of the following:

Alumni Memorial Hall Gift.....	\$100,000 00
Anonymous, for Changes in Organ.....	500 00
Anonymous, for Model of Buildings and Grounds.....	16,647 70
Beck (Charles Bathgag) Gift.....	246,928 06
Class of '81 Flagstaff Gift.....	4,285 00
Class of '82 Gift.....	1,500 00
Contributions to Bloomingdale Site.....	331,150 00
Dodge (Marcellus Hartley) and Mrs. Helen Hartley Jenkins Gift.....	350,000 00
Dodge (William E.) Gift.....	164,950 82
Fayerweather Legacy.....	330,739 03
Hamilton Hall Gift.....	400,879 09
Havemeyer Gift.....	414,206 65
Lewisohn Gift.....	250,000 00
Low Library Gift.....	1,100,639 32
St. Paul's Chapel Gift.....	235,000 00
Schermmerhorn Gift.....	458,133 18
South Field Fund.....	54,707 00
Stabler Gift.....	1,200 00
Stetson Gift.....	10,000 00
Villard Legacy.....	50,000 00
Contributions to Buildings, etc., College of Physicians and Surgeons.....	71,551 05
Vanderbilt Gift (Vanderbilt Clinic).....	350,000 00
	<u><u>\$4,943,014 90</u></u>

SUMMARY

EDUCATIONAL EXPENSES AND ADMINISTRATION:

	DR.	CR.
General Income of the Corporation, 1905-6, (Schedule 4, page 9).....		\$1,049,725 41
Current Expenses chargeable against General Income of the Corporation for 1905 6 (Sum- mary of Schedule 8, first column, page 28)...	\$1,056,959 62	
Proportion of Anonymous Gift for Current Ex- penses used to meet Deficit on Educational and Administrative Account.....		7,234 21
	<u>\$1,056,959 62</u>	<u>\$1,056,959 62</u>

INCOME AND GENERAL EXPENSES:

Interest Account, Deficit.....	\$90,274 28
Extraordinary Expenses: Appraisals.....	<u>2,400 00</u>
Total Deficit, 1905-6.....	<u>\$92,674 28</u>

PERSONAL ESTATE

July 1, 1905.	Balance at credit as per Report issued June 30, 1905..	\$839,834 73
	Summer School Surplus, 1900-1904, transferred as authorized.....	15,993 77
	Profits of Purchase of Columbia College 3% Bonds, etc.	3,701 37
		<hr/> \$859,529 87
June 30, 1906.	Deduct Total Deficit, 1905-6, as per Schedule 2.....	92,674 28
	Balance at credit June 30 1906, as per Balance Sheet	<hr/> <hr/> \$766,855 59

GENERAL INCOME OF THE CORPORATION

RENTS:

Upper Estate.....	\$281,764 51		
Lower Estate.....	111,138 00		
		\$392,902 51	
Interest on Rents.....		410 01	
		393,312 52	
Less Adjustment of Rents on Renewals		10,186 50	
			\$383,176 02

FEES:

Morningside:			
Late Registration.....	1,035 00		
Matriculation and Registration...	3,650 00		
Tuition.....	310,897 58		
Examination for Degrees.....	13,135 00		
Special Examination.....	2,910 00		
Gymnasium.....	11,858 00		
		343,485 58	
Rooms in Residence Halls.....		46,851 89	
College of Physicians and Surgeons:			
Late Registration.....	95 00		
Matriculation and Registration...	375 00		
Tuition.....	100,080 00		
Examination for Degrees.....	3,775 00		
Special Examination.....	545 00		
		104,870 00	
Summer Course in Surveying.....		5,075 50	
Summer Course in Geodesy.....		500 00	
Summer Session, 1905:			
Morningside.....	32,913 00		
College of Physicians and Surgeons	1,347 50	34,260 50	535,043 47

SUNDRIES:

Other Receipts from Students:			
Supplies and Material:			
Morningside.....	13,240 03		
College of Physicians and Surgeons.....	3,321 02		
Sales of Books and Library Fines..	518 63		
		17,079 68	
Barnard College:			
Salaries.....	66,600 00		
Steam Heat and Power.....	3,850 00		
Electric Current.....	700 97		
		71,150 97	
Summer Session:			
Salaries for Business Administration.....		500 00	
Teachers College:			
Salaries.....		5,700 00	
Interest:			
On General Investments.....	20,740 87		
On Deposits of General Funds.....	6,676 86		
		27,417 53	
Miscellaneous:			
Anonymous Gifts for Current Needs.....	1,258 92		
Civil Engineering School, Morris Conn., Rents from houses and sale of produce from farm.....	105 00		
Income from Commons.....	2,065 47		
St. Louis Exposition, 1904/5—Refund of freight charges.....	158 30		
Sexennial Catalogue.....	10 00		
Telephone Receipts credited to Superintendent's Supplies.....	422 05		
Telephone Service.....	5,140 00		
University Catalogue.....	131 00		
Waste Material.....	7 00		
West Hall Account.....	360 00	9,657 74	131,505 92
Total General Income, 1905-6			\$1,049,725 41

MEMORANDA TO SCHEDULE 4

The item "Supplies and Material: Morningside:" under "Sundries," is composed of the following:

Chemistry: Material furnished students.....	\$9,841 04
Electrical Engineering: Material furnished students.....	27 88
Hartley Hall: Electric Light and Breakage.....	852 53
Livingston Hall: Electric Light and Breakage.....	823 80
Mechanical Engineering: Laboratory and Summer Course: Material furnished students.....	1,607 30
Metallurgy: Material furnished students.....	87 48
	<u>\$13,240 03</u>

The item "Supplies and Material: College of Physicians and Surgeons:" under "Sundries," is composed of the following:

Anatomy: Material furnished students.....	\$570 51
Materia Medica and Therapeutics: Pharmaceutics: Material furnished students.....	20 30
Materia Medica and Therapeutics: Pharmacology: Material furnished students.....	72 00
Osteology: Material furnished students.....	79 00
Pathology: Material furnished students.....	71 80
Pharmaceutical Laboratory: Material furnished students.....	10 15
Physiological Chemistry: Material furnished students.....	1,819 23
Physiology: Materials furnished students.....	489 00
Surgery: Material furnished students.....	189 08
	<u>\$3,321 02</u>

GIFTS, LEGACIES AND OTHER RECEIPTS FOR DESIGNATED PURPOSES

ADDITIONS TO SPECIAL FUNDS:

George Blumenthal, to establish the George Blumenthal Endowment Fund and endow a Chair of Politics.....	\$100,075 00	
Horace W. Carpentier, as an addition to the James S. Carpentier Fund.....	25,000 00	
Alice Convers and Clara B. Convers, to establish, in memory of their brother, the E. B. Convers Prize Fund.....	1,000 00	
Mrs. Louis T. Hoyt, to establish, in memory of her nephew, the late John Dash van Buren, of the Class of 1905, the Mathematical Prize Fund.....	5,000 00	
James Speyer, Fund to establish the Theodore Roosevelt Professorship of American History and Institutions in the University of Berlin.....	50,000 00	
Phoenix Legacy:		
Our one-third share in sale of real estate.....	\$2,314 76	
Our one-third share in condemnation of Piers 9 and 10, East River.....	187 79	2,482 55
Mrs. Maria H. Williamson, to establish the Edward B. Carpentier Fund to provide an endowment for "a professorship, or an endowed lectureship, on the origin and growth of civilizations among men,"...	150,000 00	\$333,557 55

GIFTS AND LEGACIES FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS:

Charles Bathgate Beck, Estate of:		
On account of residuary estate.....	6,000 00	
Daniel B. Fayerweather, Estate of:		
On account of residuary estate.....	8,529 59	
Hamilton Hall, Construction of:		
Anonymous.....	\$200,000 00	
Interest.....	879 09	200,879 09
Hartley Hall, Construction of:		
Marcellus Hartley Dodge and Mrs. Helen Hartley Jenkins.....	150,000 00	
St. Paul's Chapel:		
Anonymous.....	160,000 00	
School of Mines Building, Construction of:		
Adolph Lewisohn.....	104,212 22	
South Field Purchase Fund:		
Ralph W. Carey, of the Class of 1902.....	\$15 00	
Edmund Randolph, of the Class of 1883...	100 00	115 00
		629,735 90

STUDENTS' LOAN FUND:

Anonymous.....	600 00	
Interest on Students' Notes.....	139 20	
Interest on deposits.....	187 57	906 77

OTHER DESIGNATED PURPOSES:

Alumni Association of the College of Physicians and Surgeons, for Alumni Association Fellowships.....	1,000 00	
Carried forward.....	\$1,000 00	\$964,200 22

Brought forward	\$1,000 00	\$964,200 22
OTHER DESIGNATED PURPOSES—Continued		
Anonymous, for current needs, subject to the direction of the President, and apportioned as follows:		
Library, Special Fund, 1906-7.....	\$5,000 00	
To meet deficit on Educational and Administrative Account.....	7,234 21	
Unapportioned.....	<u>17,765 79</u>	30,000 00
Anonymous, through Dr. Samuel W. Lambert, to meet cost of instruction in Embryology		700 00
Anonymous, for Model of entire University site and all buildings proposed to be erected thereon.....		13,647 70
Anonymous, to maintain a Research Fellowship in Pharmacology.....		600 00
Anonymous, for salaries in Department of Philosophy and Psychology		100 00
Anonymous, towards salary of Chaplain, 1906-7		500 00
Anonymous, for Department of Zoölogy.....		250 00
Anonymous, for Anatomy, Special Fund.....		1,200 00
Anonymous, through Prof. Adolphe Cohn, for French Lecture Fund		120 00
Association of the Alumni of Columbia College, to provide the Alumni Association Prize, 1905-6.....		50 00
Felix Adler Professorship Fund, for salaries in Department of Philosophy and Psychology.....		2,500 00
Catherine Wolfe Bruce Fund:		
Rutherford Stuyvesant.....	\$1,000 00	
Interest.....	<u>250 03</u>	1,250 03
Class of 1881, to provide a flag-staff		4,600 00
Electro-Chemical Laboratory Equipment Fund:		
Interest.....		231 30
Mrs. James W. Gerard, for Marcus Daly Scholarship..		1,000 00
Edward S. Harkness, to Morphological Museum, Department of Anatomy		2,700 00
Archer M. Huntington, for salaries in Department of Anthropology, 1905-6 and 1906-7.....		1,000 00
Benjamin B. Lawrence, for Lawrence Annual Scholarship in Mining Engineering.....		250 00
Library:		
Avery Architectural Library—Samuel		
P. Avery.....	\$299 60	
Wendell T. Bush	100 00	
Gotthell Special Fund:		
J. S. Bache.....	\$100 00	
David L. Einstein	50 00	
Daniel Guggenheim.....	500 00	
Murray Guggenheim.....	500 00	
Randolph Guggenheimer..	50 00	
A. J. Leon.....	250 00	
William Solomon.....	200 00	
Isaac N. Seigman.....	100 00	
William I. Walter.....	<u>250 00</u>	2,000 00
James Loeb, for James Loeb Fund.....	175 00	
William G. Low, for William G. Low Fund	250 00	2,824 60
Carried forward.....	\$64,523 63	\$964,200 22

TREASURER'S REPORT

259

Brought forward \$64,523 63 \$964,200 22

OTHER DESIGNATED PURPOSES—Continued

Memorial Windows, St. Paul's Chapel:

Barelay Window, by George L. Rives	\$800 00	
Beekman Window, by Gerard Beekman...	800 00	
Benson Window, by Julien T. Davies.....	800 00	
Cheesman Window, by Dr. T. M. Cheesman	800 00	
Clinton Window, by Charles W. Clinton,		
Alexander Clinton and DeWitt Clinton..	800 00	
de Peyster Window, by Mrs. Frederic J. de		
Peyster and Children.....	800 00	
Fish Window, by Stuyvesant Fish.....	800 00	
Lispenard Window, by Lispenard Stewart.	800 00	
Minturn Window, by Gerard Beekman....	800 00	
Ogden Window, by David B. Ogden.....	800 00	
Pell Window, by Howland Pell and others.	800 00	
Pendleton Window, by Francis K. Pendle-		
ton	800 00	
Rhineland Window, by William Rhine-		
lander Stewart.....	800 00	
Sands Window, by Estate of Sarah A.		
Sands.....	800 00	
Van Cortlandt Window, by Robert H. Van		
Cortlandt.....	800 00	9,000 00

Mining and Metallurgy, Special Fund:

John Stanton.....	\$500 00	
Interest.....	19 08	519 08

Mining, Special Fund:

James McClelland.....	\$150 00	
W. A. Pomeroy.....	50 00	
Sale of Scrap Iron.....	5 25	205 25

Joseph Pulitzer, for Pulitzer Scholarships..... 9,875 00

Robert I. Raiman, to the University..... 200 00

F. Augustus Schermerhorn, for Department of Astron-
omy..... 500 00

Jacob H. Schiff, for salaries in Department of Anthro-
pology, 1906-7..... 800 00

United States Post Office Department, towards salary
of Postmaster at University..... 300 00

Wawepex Society, for the John D. Jones Scholarship.. 200 00 86,122 94

\$1,050,323 16

**RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING
JUNE 30, 1906**

FUND	Debit Balances, June 30, 1905	Credit Balances, June 30, 1905	Income, 1905-1906	Total Credits	Expendi- tures, 1905-1906	Debit Balances, June 30, 1906	Credit Balances, June 30, 1906
Adams Fund	\$1,050 00	\$2,100 00	\$3,150 00	\$1,311 00	.....	\$1,839 00
Every Architectural Library Fund.....	1,237 50	1,237 50	1,275 04	\$37 50	.....
Barnard Fellowship Fund.....	4,112 50	4,112 50	4,112 50	.....	.....
Barnard Library Fund.....	1,137 83	2,452 43	3,590 26	*2,398 43	.....	1,863 39
Margaret Barnard Fund.....	390 00	390 00	1,869 93	.....	.....
Beck Prize Fund.....	1,479 54	390 00	1,869 54	400 00	.....	1,409 54
Beck Scholarship Fund.....	82 50	82 50	82 50	.....	.....
Beer Lecture Fund.....	1,009 41	412 50	1,421 91	.....	.....	1,421 91
Bennett Prize Fund.....	133 75	41 25	175 00	.....	.....	175 00
Bennett Endowment Fund.....	692 00	692 00	.....	.....	692 00
Bunker Fund.....	192 00	41 25	203 25	40 00	.....	163 25
Butler Scholarship Fund.....	110 27	206 25	316 52	200 00	.....	116 52
Campbell Scholarship Fund.....	247 50	247 50	247 50	.....	.....
Carpentier (E. R.) Fund.....	1,511 81	1,511 81	.....	.....	1,511 81
Carpentier (Jas. S.) Fund.....	5,442 71	11,769 60	.....	.....	11,769 60
Center Fund.....	6,329 89	7,344 41	8,296 11	\$7,064 80	.....	1,241 31
Chanler Prize Fund.....	32 50	41 25	83 75	.....	.....	83 75
Class of 1848 Scholarship Fund.....	372 46	412 50	764 96	300 00	.....	484 96
Columbia Fellowship Fund.....	590 45	536 25	1,126 70	533 00	.....	593 70
Cotcheal Fund.....	71 73	247 50	319 23	283 08	.....	36 15
Curtis Fellowship Fund.....	613 89	412 50	1,026 39	600 00	.....	426 39
Curtis Medals Fund.....	14 90	41 25	56 15	37 50	.....	18 65
DaCosta Professorship Fund.....	682 58	3,671 29	4,253 87	3,000 00	.....	1,253 87
Darling Prize Fund.....	2 50	41 25	43 75	40 00	.....	3 75
Dean Lung Professorship Fund.....	* 8,854 69	8,620 83	9,546 32	925 99	.....
Dryckman Fund.....	26 37	412 50	437 87	329 46	.....	108 41
Eaton Professorship Fund.....	27 23	412 50	439 73	400 00	.....	39 73
Garth Memorial Fund.....	4,125 00	4,125 00	4,100 00	.....	25 00
German Lecture Fund.....	537 15	670 81	1,207 46	850 00	.....	657 46
German Fellowship Fund.....	825 00	825 00	800 00	.....	25 00
Gottschalk Fellowship Fund.....	104 92	41 25	146 17	36 05	.....	110 12
Illig Fund.....	193 30	412 50	605 80	400 00	.....	205 80
Law Book Trust Fund.....	493 68	391 87	885 55	779 00	.....	106 55
Loubat Fund.....	170 49	82 50	261 99	60 00	.....	201 99
Loubat Professorship Fund.....	10 62	175 31	185 93	147 55	.....	38 38
Mathematical Prize Fund.....	3,161 38	384 14	3,545 52	.....	.....	3,545 52
McKin Fellowship Fund.....	1,563 02	4,125 00	5,688 02	4,000 00	.....	1,688 02
Member of Class of '85 Fund.....	860 00	825 00	1,675 00	820 00	.....	855 00
Moffat Scholarship Fund.....	2 62	43 31	45 93	.....	.....	28 61
Monthly Fellowship Fund.....	395 31	309 87	702 68	52 50	.....	45 93
.....	702 68

	711 07	235 12	946 19	
Parkinson Fellowship Fund.....				946 19
Perkins Centennial Washington Prize Fund.....	150 00	50 00	200 00	
Philolexian Prize Fund.....		53 07	53 07	
Phoenix Legacy.....	27,246 97	14,316 75	41,563 73	
Proudfitt Fellowship Fund in Letters.....	112 50	618 75	731 25	
Pulitzer Fund for Journalism.....		37,440 00	37,440 00	
Pulitzer Scholarship Fund.....	3,086 07	2,081 01	5,167 08	
Roosevelt Professorship Fund.....		1,300 48	1,300 48	
Schermethorn Scholarship Fund.....		208 25	208 25	
Schiff Fellowship Fund.....	461 75	618 75	1,080 50	
Schiff Professorship Fund.....		4,125 00	4,000 00	
Schurz Fellowship Fund.....	1,225 00	412 50	1,637 50	
Schurz Library Fund.....	372 89	412 50	785 39	
Seidl Fund.....		480 00	480 00	
Stuart Scholarship Fund.....	45 00	247 50	292 50	
Tappan Prize Fund.....	79 20	165 00	244 20	
Townbridge Fellowship Fund.....		500 00	500 00	
Trust Fund for Psychology.....	1,052 29	4,225 00	5,177 29	
Tyndall Fellowship Fund.....		640 00	640 00	
Waring Fund (Mrs. Waring).....		2,000 00	1,279 78	
Waring Fund (Miss Waring).....		2,000 00	1,992 74	
			7 26	
SCHOOL OF MEDICINE				
Carpenter (R. S.) Fund.....	1,016 51	4,125 00	5,141 51	
Clark Scholarship Fund.....		577 50	577 50	
Harsen Scholarship Fund.....	191 56	1,283 45	1,475 01	
Jacobson Ward Fund.....		1,400 00	318 09	
Miller (Guy B.) Fund.....	3,272 84	412 50	725 33	
Proudfitt Fellowship Fund in Medicine.....	212 33	618 75	2,891 09	
Siouxone Maternity Hospital Fund.....		23,500 00	23,500 00	
Smith Prize Fund.....	709 91	98 43	808 34	
Stevens Prize Fund.....	229 18	78 37	307 55	
Vanderbilt Clinic Endowment Fund.....		5,650 00	5,650 00	
Unappropriated Income of Special Funds.....	388 80	2,563 26	2,951 86	
	\$2,081 42	\$183,064 24	\$223,020 82	\$1,696 14
				\$85,213 05

*Transferred to Barnard Medal Account.

\$Center Fund: Charged off to Premium Account.....

+Phoenix Legacy: Transferred to

Astronomy: Solar Eclipse Expedition.....

Chemistry: Supplies	1,500 00
Chemistry: Consumables	250 00
Chemistry: Consumables	250 00

Electrical Engineering: Departmental Appropriation
1,499 73

Mathematical Physics: Apparatus.....	249
Mathematical Physics: Apparatus.....	72
Mathematical Physics: Apparatus.....	249
Mathematical Physics: Apparatus.....	72

Metallurgy: Departmental Appropriation.....	736 12
Physics: Additional Equipment.....	570 18

Physics: Additional Equipment.....	3,579 18
Physics: Donorments Association	740 08

Physics: Departmental Appropriation.....	749 93
Zoology: Microscopes	750 00

Zoology: Microscopes..... 750 00

1

⁴ Includes 889 1/4 records from sale of books on "China and the Chinese."

‡ Includes \$68.44 proceeds from sale of books on "China and the China

‡ Includes \$68.44 proceeds from sale of books on "China and the Chinese."

↑ PROFITS 603.2% PROCEEDS FROM SALE OF CHINA AND THE CHINESE.

MISCELLANEOUS RECEIPTS

INVESTMENTS PAID IN:

Bond and Mortgage of Mary F. Betts.....	\$200,000 00	
Bond and Mortgage of Eversley Childs and William C. Pate.....	8,750 00	
Bond and Mortgage of Julius B. Fox.....	28,000 00	
Bond and Mortgage of William H. Vanden Berg, on account	5,000 00	
Bond and Mortgage of L. Stuart Wing.....	72,000 00	
\$3,000 New York Central and Hudson River Railroad Co.'s 4% Gold Extended Debt Certificates, due May 1, 1905.....	3,000 00	
Sale of "Rights" on 72 shares New York, New Haven and Hartford Railroad Co.'s stock.....	405 00	
Sale of "Rights" on 122 shares Delaware and Hudson Co.'s stock.....	230 66	\$317,385 66

ALUMNI ASSOCIATION OF COLUMBIA COLLEGE:

For Alumni Association Prize awarded in 1904-5 ..	50 00
---	-------

ENDOWMENT ACCOUNT:

Sale of lots, 47th and 48th Streets.....	518,325 00
--	------------

CIVIL ENGINEERING SCHOOL—MORRIS, CONN.

Sale of railway ties, on account.....	1,537 86
---------------------------------------	----------

STUDENTS' LOAN FUND:

Students' Notes paid.....	560 00
---------------------------	--------

DIFFERENCE between par value and purchase price on purchase of \$97,000 Columbia College 3% Mortgage Bonds

2,952 12

CHAPLAIN'S RESIDENCE MORTGAGES:

No. 528 West 114th Street purchased subject to Mortgages	20,000 00
--	-----------

DEPOSITS FOR APPARATUS	37,777 57
------------------------------	-----------

DEPOSITS FOR ELECTRIC LIGHT AND BREAKAGE:

Residence Halls.....	79 85
----------------------	-------

DEPOSITS FOR KEYS.....	1,300 80
------------------------	----------

SALE OF TENNIS TICKETS:

Credited to South Field Development.....	740 45
--	--------

\$900,709 31

CURRENT EXPENSES

PART A—EDUCATIONAL ADMINISTRATION AND INSTRUCTION					Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
EDUCATIONAL ADMINISTRATION								
Salaries.....	\$42,288 61					\$41,848 61		
Advertising.....	1,499 50					1,499 50	\$410 00	
American Mathematical Society Gift.....	75 00							75 00
Barnard Society.....	199 03					199 03		
Bureau of Supplies.....	5,500 00					5,500 00		
Commencement.....	1,700 00					1,700 00		
Diplomas.....	1,050 00					1,050 00		
Exhibit at St. Louis Exposition, 1904.....	83 78					83 78		
Guarantee for University Quarterly.....	1,250 00					1,250 00		
Lectures.....	1,223 47					1,223 47		
Philolexian Society.....	223 10					223 10		
Portrait of President Butler.....	2,500 00					2,500 00		
President's Emergency Fund.....	1,482 77					1,482 77		
Printing.....	7,754 98					7,754 98		
Publications.....	61 00						61 00	
Sextennial Catalogue.....	944 95					944 95		
Sextennial Catalogue; Payments in 1904-5 against appro- priation for 1905-6.....	63 00					63 00		
Alcohol, School of Medicine.....	701 07					701 07		
Office Supplies and Sundries, School of Medicine.....	587 12					587 12		
Printing and Distributing Announcements, School of Med- icine.....	1,080 59				70,247 95	1,080 59		
ANTHROPOLOGY								
Salaries.....	10,700 00					6,200 00	4,000 00	500 00
Departmental Appropriation.....	91 39				10,791 39	91 39		
ARCHITECTURE								
Salaries.....	22,200 00					22,200 00		
Departmental Appropriation.....	949 81					949 81		
Drawing and Modeling.....	300 00					300 00		
Maintenance of Ateliers.....	1,599 70					1,599 70		
Alex. M. Welch Gift.....	239 00				25,338 51			239 00
Carried forward.....					\$106,377 85	\$101,092 85	\$4,471 00	\$814 00

TREASURER'S REPORT

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$106,377 85	\$101,092 85	\$4,471 00	\$814 00
ASTRONOMY					
Salaries.....	9,000 00		9,000 00		500 00
Departmental Appropriation.....	511 52		11 52		
Observatory, for Apparatus.....	116 53		116 53		
Summer Course in Geodesy.....	800 00		800 00		
Geodesy, for Instruments.....	250 00		250 00		
Solar Eclipse Expedition.....	250 00				250 00
Catherine Wolfe Bruce Fund.....	2,643 57	13,571 82			2,643 57
BOTANY					
Salaries.....	9,200 00		9,200 00		
Departmental Appropriation.....	600 00	9,800 00	600 00		
CHEMISTRY					
Salaries.....	7,500 00		7,500 00		
General Chemistry.....	4,550 00		4,550 00		
Analytical Chemistry and Assaying.....	12,900 00		12,900 00		
Industrial Chemistry.....	2,281 87		2,281 87		
Organic Chemistry.....	3,800 00		3,800 00		
Electro-Chemistry.....	2,000 00		2,000 00		
Barnard College.....	2,800 00		2,800 00		
Additional Assistance.....	201 33		201 33		
Additional Servants.....	1,571 61		1,571 61		
Additional Equipment.....	2,066 91				2,066 91
Electro-Chemical Laboratory Equipment Fund.....	11,760 06				11,760 06
Supplies.....	16,840 92	67,283 49	14,340 92		1,500 00
CHINESE					
Salaries.....	5,500 00			5,500 00	
Departmental Appropriation.....	21 74			21 74	
Dean Lung Fund Payments.....	4,000 00			4,000 00	
CIVIL ENGINEERING					
Salaries.....	11,500 00		11,500 00		
Departmental Appropriation.....	235 68		235 68		
Summer Course:					
Salaries.....	750 00		750 00		
Assistant.....	1,593 74		1,593 74		
Janitor.....	328 66		328 66		

CIVIL ENGINEERING—Continued				
General Expenses.....	1,350 00	.....	1,350 00	
Tents and Improvements at Farm.....	248 69	.....	248 69	
Instruments and Repairs.....	732 71	.....	732 71	
Taxes at Farm.....	380 22	.....	380 22	
Insurance at Farm.....	135 75	.....	135 75	
		17,245 46		
COMPARATIVE LITERATURE				
Salaries.....	6,000 00	.....	6,000 00	
Departmental Appropriation.....	44 53	.....	44 53	
ECONOMICS AND SOCIAL SCIENCE				
Salaries.....	26,000 00	.....	21,700 00	3,500 00
Departmental Appropriation.....	43 83	.....	43 83	
Equipment of Statistical Laboratory.....	23 32	.....	23 32	
Social Work.....	500 00	.....		500 00
		26,567 15		
ELECTRICAL ENGINEERING				
Salaries.....	10,100 00	.....	10,100 00	
Laboratory Mechanic.....	936 00	.....	936 00	
Departmental Appropriation.....	1,527 61	.....	27 88	1,499 73
		12,563 61		
ENGINEERING DRAUGHTING				
Salaries.....	5,200 00	.....	5,200 00	
Drawing Appropriation.....	282 96	.....	282 96	
ENGLISH				
Salaries.....	32,932 26	.....	32,932 26	
Departmental Appropriation.....	100 00	.....	100 00	
		33,032 26		
GEOLOGY				
Salaries.....	10,512 50	.....	10,512 50	
Departmental Appropriation.....	500 00	.....	500 00	
Summer Courses.....	200 00	.....	200 00	
		11,312 50		100 00
GERMANIC LANGUAGES				
Salaries.....	16,700 00	.....	14,900 00	800 00
Departmental Appropriation.....	50 00	.....	50 00	
Lecture Fund.....	36 03	.....		36 05
Scholar Fund.....	242 66	.....		242 66
		17,028 71		
Carried forward.....	\$335,830 87		\$18,828 79	\$23,176 92
		\$293,825 16		

	Expenditures In Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$335,830 87	\$293,825 16	\$18,828 79	\$23,176 92
GREEK					
Salaries.....	17,200 00		17,200 00		
Departmental Appropriation.....	50 00		50 00		
American School at Athens.....	250 00		250 00		
		17,500 00			
HISTORY					
Salaries.....	25,600 00		25,600 00		
Departmental Appropriation.....	63 90		63 90		
		25,663 90			
INDO-IRANIAN LANGUAGES					
Salaries.....	5,000 00		5,000 00		
Departmental Appropriation.....	50 00		50 00		
		5,050 00			
LATIN					
Salaries.....	16,100 00		16,100 00		
Departmental Appropriation.....	46 62		46 62		
American School at Rome.....	250 00		250 00		
		16,396 62			
MATHEMATICS					
Salaries.....	28,400 00		28,400 00		
Departmental Appropriation.....	74 97		74 97		
		28,474 97			
MECHANICAL ENGINEERING					
Salaries.....	12,466 62		12,466 62		
Laboratory Machinist.....	1,100 00		1,100 00		
Laboratory Laborer.....	600 00		600 00		
Departmental Appropriation.....	489 83		489 83		
Mechanical Laboratory and Summer Courses.....	2,607 30		2,607 30		
Use of Teachers College Shops.....	5,600 00		5,600 00		
		22,873 76			
METALLURGY					
Salaries.....	7,699 96		7,699 96		736 12
Departmental Appropriation.....	823 60		87 48		
Summer Course.....	400 00		400 00		
Special Fund.....	568 04				568 04
		9,491 60			

TREASURER'S REPORT

267

MINERALOGY					
Salaries.....	7,500 00	.....	7,500 00	.....	295 17
Departmental Appropriation.....	299 98	.....	299 98	.....
Special Equipment Fund.....	295 17	.....		.....
		8,095 15			
MINING					
Salaries.....	12,100 00	.....	12,100 00	.....
Departmental Appropriation.....					
Payment in 1904-5 against ap- propriation for 1906-6.....	2,000 00	.....	2,000 00	.....	141 86
Special Fund.....	141 86	.....		.....
		14,241 86			
MUSIC					
Salaries.....	7,000 00	.....	7,000 00	.....
Departmental Appropriation.....	1,000 00	.....	1,400 00	.....
Lectures.....	400 00	.....		.....
		8,400 00			
PHILOSOPHY AND PSYCHOLOGY					
Philosophy: Salaries.....	23,400 00	.....	15,800 00	.....	7,600 00
Departmental Appropriation.....	43 08	.....	43 08	.....
Psychology: Salaries.....	9,900 00	.....	6,300 00	.....
Instrument Maker.....	500 00	.....		.....
Laboratory Helper.....	200 00	.....		.....
Departmental Appropriation.....	500 00	.....	200 00	.....
		34,543 06			
PHYSICAL EDUCATION					
Salaries.....	9,299 99	.....	9,299 99	.....
Supplies and Repairs.....	497 89	.....	497 89	.....
		9,797 88			
PHYSICS (EXPERIMENTAL)					
Salaries.....	\$21,600 00	.....	21,600 00	.....	749 93
Laboratory Helper.....	1,000 00	.....	1,000 00	.....
Departmental Appropriation.....	749 93	.....		.....
Additional Equipment.....	4,501 79	.....		.....	4,501 79
		27,851 72			
PHYSICS (MATHEMATICAL)					
Salaries.....	\$12,500 00	.....	12,500 00	.....
Laboratory Helper.....	500 00	.....	500 00	.....
Departmental Appropriation.....	74 94	.....	74 94	.....
Apparatus.....	286 52	.....		.....	286 52
		13,341 46			
Carried forward.....		\$577,552 84	\$509,087 70	\$30,428 79	\$38,036 35

	Expenditures In Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$577,552 84	\$508,087 70	\$30,428 79	\$38,036 35
PUBLIC LAW AND JURISPRUDENCE					
Salaries.....	23,500 00		19,400 00	4,100 00	
Departmental Appropriation.....	7 87	23,507 87	7 87		
ROMANCE LANGUAGES					
Salaries.....	25,300 00		25,300 00		120 00
Departmental Appropriation.....	57 56		57 56		
French Lecture Fund.....	120 00	25,477 56			
SEMITIC LANGUAGES					
Salaries.....	6,900 00		6,500 00	400 00	
Departmental Appropriation.....	14 15	6,914 15	14 15		
ZOOLOGY					
Salaries.....	21,850 00		18,300 00	3,000 00	350 00
Departmental Appropriation.....	1,198 82		1,198 82		
Marine Table, Woods Holl.....	100 00		100 00		
Dyckman Fund.....	400 00			400 00	
Journal of Experimental Zoology.....	1,000 00				1,000 00
Microscopes.....	750 00				750 00
Senft Zoological Expedition.....	15 41				15 41
Special Fund, 1901.....	21 64	26,135 87			21 64
SUMMER SESSION, 1905					
Morningside.....					
Morningside—Payments in 1904-5 against appropriation for 1905-6.....	\$26,895 10 2,166 41				
College of Physicians and Surgeons.....	709 75		29,061 51		
College of Physicians and Surgeons—Pay- ments in 1904-5 against appropriation for 1905-6.....	314 03				
LAW SCHOOL					
Salaries.....	37,575 00		37,575 00		
Departmental Appropriation.....	299 60	37,874 60	299 60		

COLLEGE OF PHYSICIANS AND SURGEONS									
ANATOMY									
Salaries.....	17,620 00	.....	.....	.....	17,620 00	.....	.....	.....	.....
Supplies.....	3,000 00	.....	.....	.....	3,000 00	.....	.....	.....	.....
Morphological Museum.....	248 85	.....	.....	.....	.....	.....	.....	.....	248 85
Special Fund.....	1,200 00	.....	.....	.....	.....	.....	.....	.....	1,200 00
		22,068 85							
GYNECOLOGY									
Salaries.....	5,600 00	.....	.....	.....	4,600 00	.....	.....	.....	.....
Departmental Appropriation.....	50 00	.....	.....	.....	50 00	.....	.....	.....	.....
		5,650 00						1,000 00	
MATERIA MEDICA AND THERAPEUTICS									
Salaries.....	7,100 00	.....	.....	.....	7,100 00	.....	.....	.....	.....
Pharmaceuticals: Departmental Appropriation.....	620 28	.....	.....	.....	620 28	.....	.....	.....	.....
Pharmacology: Departmental Appropriation.....	748 92	.....	.....	.....	748 92	.....	.....	.....	.....
Pharmacology: Equipment of Research Laboratory.....	406 37	.....	.....	.....	.....	.....	.....	.....	406 37
		8,873 57							
NEUROLOGY									
Salaries.....	1,800 00	.....	.....	.....	1,800 00	.....	.....	.....	.....
OBSTETRICS									
Salaries.....	5,350 00	.....	.....	.....	5,350 00	.....	.....	.....	.....
Departmental Appropriation.....	48 42	.....	.....	.....	48 42	.....	.....	.....	.....
		5,398 42							
PATHOLOGY									
Salaries.....	26,200 00	.....	.....	.....	26,500 00	.....	.....	.....	.....
Supplies.....	2,199 21	.....	.....	.....	2,199 21	.....	.....	.....	.....
Apparatus.....	199 61	.....	.....	.....	199 61	.....	.....	.....	.....
Supplies in Embryology.....	99 71	.....	.....	.....	99 71	.....	.....	.....	.....
		28,698 53							
PEDIATRICS									
Salaries.....	2,600 00	.....	.....	.....	.....	.....	.....	2,600 00	.....
PHYSIOLOGICAL CHEMISTRY									
Salaries.....	5,899 59	.....	.....	.....	5,899 59	.....	.....	.....	.....
Departmental Appropriation, including special apparatus.....	2,619 23	.....	.....	.....	2,619 23	.....	.....	.....	.....
		8,518 82							
PHYSIOLOGY									
Salaries.....	15,049 99	.....	.....	.....	15,049 99	.....	.....	.....	.....
Departmental Appropriation.....	1,188 44	.....	.....	.....	1,188 44	.....	.....	.....	.....
		16,238 43							
Carried forward.....		\$826,392 80			\$741,617 39			\$41,928 79	\$42,849 62

TREASURER'S REPORT

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$826,392 80	\$741,617 39	\$41,928 79	\$42,846 62
PRACTICE OF MEDICINE					
Salaries.....	11,000 00		11,000 00		
Departmental Appropriation.....	100 78		100 78		
		11,100 78			
SURGERY					
Salaries.....	12,250 00		11,750 00		500 00
Departmental Appropriation.....	1,160 22		1,160 22		
Research Laboratory.....	899 69				899 69
		14,309 91			
CLINICAL INSTRUCTION					
Salaries.....		6,250 00	6,250 00		
SLOANE MATERNITY HOSPITAL.....		23,500 00		23,500 00	
VANDERBILT CLINIC.....		5,650 00		5,650 00	
EMERITUS OFFICERS.....		5,750 00	5,750 00		
CHAPEL					
Chaplain.....	800 00		800 00		
Organist.....	400 00		400 00		
Choir.....	224 50		224 50		
		1,424 50			
FELLOWSHIPS					
Adams.....	1,250 00			1,250 00	
Bernard.....	500 00			412 50	
Class of '70.....	500 00		87 50		
Columbia.....	500 00		500 00		
Curtis.....	538 00			538 00	
Drisler.....	600 00			600 00	
Garth.....	650 00		650 00		
Gottelberger.....	779 00			650 00	
McKim.....	820 00			779 00	
Schiff.....	800 00			820 00	
Schurz.....	800 00			800 00	
Tyndall.....	948 00			800 00	
University.....	9,100 00		8 00	640 00	
		17,430 00	9,100 00		

SCHOLARSHIPS

Alumni Association.....	600 00	.....	600 00	.....	600 00	.....	.....
Alumni Competitive.....	600 00	.....	600 00	.....	600 00	.....	.....
Beck.....	150 00	.....	87 50	.....	82 50	.....	.....
Baselcraft.....	12,150 00	.....	12,150 00	.....	.....	.....	.....
Brooklyn.....	1,800 00	.....	1,800 00	.....	.....	.....	.....
Brooklyn (Barnard).....	1,800 00	.....	1,800 00	.....	.....	.....	.....
Butler.....	200 00	.....	.....	.....	200 00	.....	.....
Campbell.....	300 00	.....	52 50	.....	247 50	.....	.....
Class of 1848.....	300 00	.....	.....	.....	300 00	.....	.....
Curtis.....	525 00	.....	525 00	.....	.....	.....	.....
Daly.....	1,000 00	.....	.....	.....	.....	.....	.....
Faculty.....	4,300 00	.....	4,300 00	.....	.....	.....	.....
Harper.....	300 00	.....	300 00	.....	.....	.....	.....
Hewitt.....	300 00	.....	300 00	.....	.....	.....	.....
Jones.....	200 00	.....	.....	.....	.....	.....	.....
Lawrence.....	250 00	.....	.....	.....	.....	.....	.....
Moffat.....	1,125 00	.....	217 50	.....	82 50	.....	.....
Presidents' University.....	1,015 00	.....	1,125 00	.....	.....	.....	.....
Pulitzer.....	875 00	.....	.....	.....	140 00	.....	.....
Schermhorn.....	300 00	.....	468 75	.....	206 25	.....	.....
Stuart.....	300 00	.....	7 50	.....	292 50	.....	.....
University.....	4,050 00	.....	4,050 00	.....	.....	.....	.....
		41,240 00					9,875 00
PRIZES AND MEDALS							
Alumni Association Prize.....	50 00	.....	.....	.....	.....	.....	50 00
Beck Prize.....	400 00	.....	.....	.....	400 00	.....	.....
Banner Medal.....	40 00	.....	.....	.....	40 00	.....	.....
Curtis Medal.....	37 50	.....	.....	.....	37 50	.....	.....
Darling Prize.....	40 00	.....	.....	.....	40 00	.....	.....
Dilig Medal.....	60 00	.....	.....	.....	60 00	.....	.....
Philolexian Prize.....	53 07	.....	.....	.....	53 07	.....	.....
Toppan Prize.....	150 00	.....	.....	.....	150 00	.....	.....
		830 57					
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES							
COLLEGE OF PHYSICIANS AND SURGEONS							
Alumni Association Fellowships.....	1,000 00	.....	.....	.....	.....	.....	1,000 00
Clark Scholarship.....	875 00	.....	.....	.....	875 00	.....	.....
Faculty Scholarships.....	1,000 00	.....	1,000 00	.....	.....	.....	.....
Harsen Scholarships.....	1,250 00	.....	.....	.....	1,250 00	.....	.....
Proudfit Fellowship in Medicine.....	600 00	.....	.....	.....	600 00	.....	.....
Vanderbilt Scholarship ¹⁶	1,000 00	.....	1,000 00	.....	.....	.....	.....
		5,425 00					
		\$959,303 56					
		\$819,762 14					
					\$82,920 11		\$56,821 31

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
PART B—BUILDINGS AND GROUNDS					
A—MORNINGSIDE HEIGHTS					
Salaries.....	\$8,000 00	.....	\$8,000 00		
Care of Boat House.....	1,669 69	.....	1,669 69		
Cleaning.....	2,178 19	.....	2,178 19		
Fuel.....	16,497 34	.....	16,497 34		
Furniture and Fixtures.....	714 09	.....	714 09		
Gas and Electricity.....	3,495 91	.....	3,495 91		
Planting.....	\$409 28	.....		
Planting: Advanced in 1904-5 against ap- propriation for 1905-6.....	90 72	.....	500 00		
Post Office.....	1,080 53	.....	760 53		300 00
Power House and Janitorial Service: Wages.....	38,055 71	.....	38,055 71		
Repairs.....	9,474 52	.....	9,474 52		
Superintendent's Supplies.....	3,747 51	.....	3,747 51		
Telephone Service.....	4,973 43	.....	4,973 43		
Uniforms.....	469 59	.....	469 59		
Water Rates.....	4,285 80	.....	4,285 80		
Darling Fountain.....	50 00	.....	50 00		
Residence Halls Disbursement.....	\$20,319 41	.....		
Residence Halls Disbursement: Advances in 1904-5 against appropriation for 1905-6.....	184 27	.....		
Havemeyer Hall: Special Repairs.....		.....	20,803 68		333 51
	20,803 68	.....		
	333 51	\$116,309 50			
B—COLLEGE OF PHYSICIANS AND SURGEONS					
Salaries.....	1,750 00	.....	1,750 00		
Cleaning.....	822 45	.....	822 45		
Fuel.....	6,702 64	.....	6,702 64		
Furniture and Fixtures.....	56 36	.....	56 36		
Gas and Electricity.....	1,677 71	.....	1,677 71		
Power House and Janitorial Service: Wages.....	17,413 20	.....	17,413 20		
Repairs.....	2,279 47	.....	2,279 47		
Superintendent's Supplies.....	2,042 43	.....	2,042 43		
Water Rates.....	3,192 45	.....	3,192 45		
		35,936 71			

C—GYMNASIUM					
Janitorial Service.....	1,747 17				
Laundry Service	1,493 23				
		8,240 40			
D—CLASSES OF ALLIANCE FRANCAISE					
Heat, Light and Janitorial Service.....		375 00	\$164,861 61	\$154,228 10	\$633 51
PART C—LIBRARY					
Salaries.....	36,212 26				
Binding Manuscript.....	6 55				
Books and Binding	10,083 82				
Incidentals	2,350 00				
		48,652 63			
PURCHASES FROM SPECIAL FUNDS					
Avery Architectural Library Fund.....	1,574 64				
Barnard Library Funds.....	2,358 43				
Cotshall Fund.....	283 08				
Dean Lang Fund	24 58				
Drisler Fund.....	329 46				
Schurz Fund.....	171 51				
		4,741 70			
PURCHASES FROM OTHER FUNDS					
American Archaeology Fund.....	160 59				
Gutmann-Mansi Fund.....	15 55				
Guthrie Special Fund.....	2,000 00				
Lewisohn Dissertation Fund	3 07				
Loeb (James) Fund	69 11				
Low (William G.) Fund.....	398 24				
Special Fund.....	10,140 06				
Special Fund for Additional Equipment.....	3,406 81				
		16,193 42			
DEPARTMENTAL LIBRARY					
Hitory		486 39			
LAW SCHOOL LIBRARY					
Salaries.....	2,101 04				
Books and Binding.....	147 55				
MEDICAL SCHOOL LIBRARY					
Salaries, Books and Binding.....	849 51				
Incidentals.....	15 91				
		865 42			
			\$73,188 15	\$52,005 48	\$24,589 65
					\$16,593 02

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
PART D—BUSINESS ADMINISTRATION					
Salaries.....	\$18,511 53	.....	\$18,511 53	.....	.....
Clerk's Office, Sundries.....	1,500 00	.....	1,500 00	.....	.....
Treasurer's Office, Sundries.....	652 51	.....	652 51	.....	.....
Contingent Expenses.....	1,957 16	.....	1,957 16	.....	.....
Office Rent.....	1,100 00	.....	1,100 00	.....	.....
Insurance.....	7,242 70	.....	7,242 70	.....	.....
		\$30,963 90			
	.....	\$30,963 90	\$30,963 90	.....	.....

SUMMARY OF SCHEDULE 8

	From General Income	From Income of Special Funds	From Receipts for Designated Purposes	Totals
Part A.—Educational Administration and Instruction.....	\$919,762 14	\$82,920 11	\$56,621 31	\$959,303 56
Part B.—Buildings and Grounds.....	164,228 10	.....	633 51	154,861 61
Part C.—Library.....	82,005 48	4,589 65	16,593 02	73,188 15
Part D.—Business Administration.....	30,963 90	.....	.....	30,963 90
	\$1,056,959 62	\$87,509 76	\$73,847 84	\$1,218,317 22

MISCELLANEOUS PAYMENTS

CHARGEABLE AGAINST INCOME OF SPECIAL FUNDS:

Mrs. Anton Seidl (Seidl Fund)	\$480 00	
Mrs. William P. Trowbridge (Trowbridge Fund).....	500 00	
Mrs. George E. Waring (Waring Fund)	2,000 00	
Miss Effie Blunt Waring (Waring Fund)	2,000 00	
Journalism Fund	37,440 00	
Transferred from unapportioned balance of June 30, 1905, of Income of Special Funds.....	164 69	\$42,584 69

CHARGEABLE AGAINST PRINCIPAL OF SPECIAL FUNDS:

Phoenix Legacy, Legal Expenses.....	150 00
-------------------------------------	--------

INVESTMENTS IN PERSONAL SECURITIES:

Blumenthal Fund:

Received from George Blumenthal as an investment of the George Blumenthal Endowment Fund:		
\$5,000 Central Leather Co.'s First Lien 20 years 5% Gold Bonds, due 1925..	\$49,625 00	
400 shares American Smelting and Refining Co.'s preferred stock	50,450 00	\$100,075 00

Convers Prize Fund:

Received from Alice Convers and Clara B. Convers, as an investment of the E. B. Convers Prize Fund:		
\$1,000 Central Railroad Co. of New Jersey 5% General Mortgage Bond, due 1987	1,000 00	

Other Special and General Funds—Bonds and Mortgages:

No. 53 West 47th St., Josephine Archer	43,650 00	
No. 67 West 47th St., Mary P. Kirkpatrick	42,100 00	
No. 69 West 47th St., John Kirkpatrick	41,375 00	
No. 12 West 48th St., Emeline M. Ivison.....	77,500 00	
No. 14 West 48th St., Julia M. Stimson.	75,800 00	
No. 26 West 48th St., Mary E. Graydon.	48,750 00	
No. 40 West 48th St., Mabel A. Downing	36,350 00	
No. 66 West 48th St., James E. A. Thompson.....	41,550 00	406,875 00 507,950 00

UNIVERSITY, MORNINGSIDe:

Land, Buildings and Equipment:

Hamilton Hall, Construction.....	195,165 86	
Hamilton Hall, Equipment.....	83 93	
Hartley Hall, Construction.....	183,328 97	
Hartley and Livingston Halls, Furniture and Fixtures.....	30,061 98	
Kent Hall, Construction.....	15,632 09	
Livingston Hall, Construction.....	178,210 64	
Chaplain's Residence, No. 528 West 114th St.:		
Purchase price	28,500 00	
Legal Expenses and Insuring Title.	154 25	28,654 25
St. Paul's Chapel, Construction	152,744 58	
School of Mines Building, Construction.	158,718 51	
School of Mines Building, Equipment.	19,441 61	
South Field Improvement.....	15,336 84	
University Hall, Equipment.....	6,644 22	984,023 88

Carried forward.....

\$1,534,708 07

Brought forward.....			\$1,534,708 07
CIVIL ENGINEERING SCHOOL—MORRIS, CONN.			
Improvements	3,063 16		
Legal Expenses.....	10 00		
Cutting Railway Ties, on account.....	1,549 97		
Prof. Earl B. Lovell.....	500 00		5,123 13
COLUMBIA COLLEGE 3% MORTGAGE BONDS, DUE 1909:			
Paid.....			97,000 00
COLUMBIA UNIVERSITY PRESS:			
On account of publishing Prof. Clark's book, "The Problem of Monopoly" ...			158 33
ENDOWMENT ACCOUNT:			
Commissions, Title Insurance and Legal Expenses on sale of lots 47th and 48th Streets.....			8,731 76
EXPENSES CHARGEABLE TO GIFTS, ETC., FOR LAND AND BUILDINGS:			
Charles Bathgate Beck Gift: Legal Ex- penses.....	1,509 60		
Fayerweather Legacy: Legal Expenses...	6,023 50		7,535 50
ADVANCE PAYMENTS AGAINST APPROPRIATIONS FOR 1906-7:			
Planting.....		75 00	
Summer Session, 1906:			
Morningside	1,971 40		
College of Physicians and Surgeons....	308 62	2,280 02	2,355 02
ADVANCE FEES:			
Refund			3,666 00
MATERIAL ADVANCED TO STUDENTS:			
College of Physicians and Surgeons			9 18
DEPOSITS FOR APPARATUS:			
Refund			37,540 02
DEPOSITS FOR KEYS:			
Refund			1,215 30
RENTS, 1906-7:			
Payments to lessees on renewals.....			8,499 00
RENTS, 1907-8:			
Payments to lessees on renewals.....			4,983 50
RENTS, 1908-9:			
Payments to lessees on renewals.....			2,436 50
STUDENTS' LOAN FUND:			
Advanced to Students on their notes.....			335 00
WILLIAMSBIDGE PROPERTY MORTGAGE:			
Paid			48,000 00
			<u>\$1,762,251 31</u>

TREASURER'S REPORT

277

FUNDS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING
JUNE 30, 1906

ACCOUNTS	Credit Balances, June 30, 1905	Receipts, 1906-1906	Total Credits	Payments, 1906-1906	Credit Balances, June 30, 1906
EDUCATIONAL ADMINISTRATION:					
American Mathematical Society Gift.....	\$75 00		\$75 00	\$75 00	
DEPARTMENTAL:					
Anthropology: Salaries.....		\$1,800 00	1,800 00	500 00	1,300 00
Architecture: Alexander M. Welch Gift.....	239 00		239 00	239 00	
Astronomy: Departmental Appropriation.....		500 00	500 00	500 00	
Astronomy: Catherine Wolfe Bruce Fund.....	8,732 60	1,250 03	9,982 63	2,643 57	7,339 06
Astronomy: Publication of Work on Variation of Latitude.....	1,900 00		1,900 00		1,900 00
Astronomy: Solar Eclipse Expedition.....		(*) 250 00	250 00	250 00	
Chemistry: Additional Equipment.....	3,500 00		3,500 00	2,088 91	1,411 09
Chemistry: Electro-Chemical Laboratory Equipment Fund.....	13,582 41		13,582 41	11,780 05	2,082 36
Chemistry: Supplies.....		(*) 231 30	231 30	1,500 00	
Economics and Social Science: Salaries.....	800 00	(*) 1,500 00	1,500 00	800 00	
Electrical Engineering: Departmental Appropriation.....		(*) 1,499 73	1,499 73	1,499 73	
Geology (Palaeontology): Salaries.....		(*) 100 00	100 00	100 00	
Germanic Languages: Salaries.....	1,000 00		1,000 00	1,000 00	
Germanic Languages: Schuller Fund.....	250 31		250 31	242 86	7 65
Mechanics: Apparatus.....	400 08		400 08	16 80	
Mechanics: Special Equipment Fund, 1900.....	54 34		54 34		400 08
Mechanics: Special Fund.....		(*) 736 12	736 12	736 12	
Metalurgy: Departmental Appropriation.....		(*) 500 00	500 00	568 04	61 10
Metalurgy: Special Fund.....	300 00		300 00	296 17	4 83
Mineralogy: Special Equipment Fund.....	669 66		669 66	500 00	568 72
Mining and Metallurgy: Special Fund.....	1,000 00	519 06	1,088 72	41,000 00	
Mining: Equipment Fund (Willsee Gift).....			1,000 00		
Mining: Special Fund.....	7 33	206 25	213 58	141 86	70 72
Philosophy and Psychology: Salaries.....	17,916 62		20,516 62	7,600 00	12,916 62
Physics (Experimental): Additional Equipment.....	922 63	(*) 2,600 00	4,501 79	4,501 79	
Physics (Experimental): Departmental Appropriation.....		(*) 3,579 16	3,579 16	749 93	
Physics (Mathematical): Apparatus.....		(*) 749 93	749 93	249 72	
Psychology and Anthropology: Special Equipment Fund.....	12 13	(*) 249 72	249 72	249 72	
Carried forward.....	\$51,108 05	\$16,270 30	\$67,378 35	\$39,536 35	\$27,842 00

ACCOUNTS		Credit Balance, June 30, 1906	Receipts, 1906-1906	Total Credits	Payments, 1906-1906	Credit Balance, June 30, 1906
Brought forward		\$51,108 05	\$16,270 30	\$67,378 35	\$39,536 35	\$27,842 00
DEPARTMENTAL—Continued						
Romance Languages: French Lecture Fund			120 00	120 00		
Zoology: Salaries			250 00	350 00		
Zoology: Journal of Experimental Zoology		3,000 00	{ (1) 100 00 }	3,000 00	1,000 00	2,000 00
Zoology: Microscopes				750 00	750 00	
Zoology: Sanit Zoological Expedition		228 95	(1) 750 00	228 95	15 41	213 54
Zoology: Special Fund, 1901		24 44		24 44	21 64	2 80
SCHOOL OF MEDICINE:						
Anatomy: Morphological Museum			2,700 00	2,700 00	246 85	2,453 15
Anatomy: Special Fund			1,200 00	1,200 00	1,200 00	
Materia Medica and Therapeutics: Equipment of Research Laboratory (Pharmacology)				600 00	406 37	193 63
Pathology: Salaries		700 00	700 00	1,400 00	700 00	700 00
Physiology: Laboratory Equipment		44 07		44 07		44 07
Surgery: Salaries		500 00		500 00	500 00	
Surgery: Research Laboratory		1,142 59		1,142 59	899 69	242 90
CHAPEL:						
For Chaplain			500 00	500 00		500 00
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES:						
Daily Scholarship			1,000 00	1,000 00	1,000 00	
Jones Scholarship			200 00	200 00	200 00	
Lawrence Scholarship			250 00	250 00	250 00	
Pulitzer Scholarships			9,875 00	9,875 00	9,875 00	
Alumni Association Prize, College			50 00	50 00	50 00	
Alumni Association Fellowships, Medical School			1,000 00	1,000 00	1,000 00	
BUILDINGS AND GROUNDS:						
Changes in Chapel			(1) 500 00	500 00	500 00	
Class of '81, Flagstaff			4,800 00	4,800 00	4,286 00	516 00
Havemeyer Hall: Special Repairs		349 90		349 90	333 51	16 39
Memorial Windows, St. Paul's Chapel		1,000 00	9,000 00	10,000 00		10,000 00
Model of Buildings and Grounds			13,647 70	13,647 70	13,647 70	
Post Office			300 00	300 00	300 00	

LIBRARY:

Additional Equipment and Other Special Needs.....	42 82	(1) 3,500 00	3,542 82	3,406 81	136 01
American Archaeology Fund.....	180 08	.....	180 08	180 59	19 40
Avery Architectural Library.....	.....	299 60	299 60	299 60	.....
Books and Binding (Bush Gift).....	.....	100 00	100 00	100 00	.....
Chinese Book-binding Fund.....	465 94	.....	465 94	.....	465 94
Criminal-Mansi Fund.....	86 70	.....	86 70	15 55	71 15
Gottlieb Special Fund.....	.....	2,000 00	2,000 00	2,000 00	.....
Lewisohn Dissertation Fund.....	732 76	.....	732 76	3 07	729 69
Loeb (James) Fund.....	183 49	175 00	358 49	89 11	289 38
Low (Wm. G.) Fund.....	629 79	250 00	879 79	308 34	481 55
Special Fund for Purchase of Books.....	12,447 18	(1) 5,000 00	17,447 18	10,140 05	7,307 13
Anonymous Gift for Current Expenses.....	7,250 00	30,000 00	37,250 00	{ 7,234 21}	20,815 79
Baldman (Robert L.) Gift.....	.....	200 00	200 00	{ (1) 9,200 00}	200 00
	\$80,116 76	*\$105,137 60	\$185,254 36	+\$110,214 75	\$75,039 61

*** Includes Transfers:**

(1) From Anonymous Gift Account.....	\$9,200 00
(1) From Mining and Metallurgy, Special Fund.....	500 00
(1) From Phoenix Legacy Income.....	9,314 66
	\$19,014 66

+ Distribution of Payments:

Used in Income and Expenditure Account—See page 28.....	\$73,847 84
Used in Extension of University, Land and Buildings.....	18,432 70
Used to meet Deficit on Educational and Administration Account.....	7,234 21
	\$99,514 75
Transfers to Sundry Accounts—See Receipts marked (1).....	\$9,200 00
Transfers to Metallurgy: Special Fund—See Receipts marked (1).....	500 00
Transfer to Buildings and Grounds—See Payment marked (1).....	1,000 00
	10,700 00
	\$110,214 75

INTEREST ACCOUNT

INTEREST PAID:

On Bloomingdale Site Mortgage.....	\$40,000 00	
On Columbia College 3% Mortgage Gold Bonds	56,866 06	
On Columbia College Notes.....	1,000 00	
On Williamsbridge Property Mortgage.....	962 50	
On Loubat Annuity Mortgage.....	17,920 00	
On Electro-Chemical Laboratory Equipment Fund.....	231 30	
On Special Fund for Mining and Metallurgy..	19 06	\$116,998 92

DEDUCT INTEREST APPORTIONED to Special Real Estate Account, as follows:

Williamsbridge Property.....	962 50	
Gaillard-Loubat Library Endowment Fund..	24,492 82	
	25,455 32	
Accrued Interest on Chaplain's Residence Mortgages on taking title.....	269 32	
GIFT, 1901, for Interest Account, 1905-6.....	1,000 00	26,724 64
		<u>\$90,274 28</u>

SPECIAL REAL ESTATE INCOME AND EXPENSE ACCOUNT

	Expenses, 1908-1906	Interest Appropriation	Total Debits	Receipts	Credit Balance June 30, 1906
WILLIAMSBRIDGE PROPERTY:					
Taxes	\$1,587 99				
Legal Expenses in opening Woodlawn Road.....	100 64				
Insurance.....	143 90				
Caretaker	660 00				
Sundries.....	144 86				
	<u>\$2,627 39</u>				
Interest on Mortgage.....		\$962 50	\$3,589 89		
Award for land taken by City for Woodland Road				\$1,553 91	
Rents				1,016 00	
				<u>\$2,568 91</u>	\$1,020 98
				<u>\$6 64</u>	6 64
GENERAL SOCIETY PROPERTY, (18 East 16th Street):					
Return premium on Liability Insurance cancelled					
GAILLARD-LOUBAT LIBRARY ENDOWMENT FUND:					
Taxes	\$13,946 81				
Insurance.....	70 00				
Agents' Commissions.....	1,403 26				
Improvements and Repairs.....	5,030 58				
Annuity to Joseph F. Loubat.....	60,000 00				
	<u>\$80,450 65</u>				
Interest on Mortgage.....		17,920 00			
Interest on Advances.....		6,572 82	104,943 47		
Rents.....				56,130 00	
New York Life Insurance & Trust Co. Annuity.....				60,000 00	
				<u>\$116,130 00</u>	11,186 53
	<u>\$83,078 04</u>	<u>\$25,455 82</u>	<u>\$108,533 36</u>	<u>\$118,705 55</u>	<u>\$10,172 19</u>

* Deficit balance.

SPECIAL REAL ESTATE ACCOUNT

WILLIAMSBRIDGE PROPERTY:

June 30, 1905—To Balance	Dr.	\$160,754 76	
June 30, 1906—To Deficit Income.....	Dr.	1,020 98	
	To Balance, Dr.....		\$161,775 74

NO. 18 EAST SIXTEENTH STREET:

June 30, 1905—To Balance	Dr.	\$167,116 39	
June 30, 1906—By Surplus Income.....	Cr.	6 64	
	To Balance, Dr.....		167,109 75

LOUBAT PROPERTY—503-11 BROADWAY:

June 30, 1905—To Balance	Dr.	\$630,159 94	
June 30, 1906—By Surplus Income	Cr.	11,186 53	
	To Balance, Dr.....		\$618,973 41

PRINCIPAL OF SPECIAL FUNDS

ERNEST KEMPTON ADAMS FUND FOR PHYSICAL RESEARCH:

Gift of Edward D. Adams, in memory of his son, the late Ernest Kempton Adams. Established 1904.....	\$50,000 00
---	-------------

AVERY ARCHITECTURAL FUND:

Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery. The income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890.....	30,000 00
---	-----------

BARNARD FELLOWSHIP FUND:

Legacy from the late President Barnard to establish the "Barnard Fellowship for encouraging Scientific Research." Established 1889	10,000 00
--	-----------

BARNARD LIBRARY FUND:

The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the "Barnard Fund for the Increase of the Library," the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the "Barnard Medal for Meritorious Service to Science," to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1910. Established 1889	59,501 64
--	-----------

MARGARET BARNARD FUND:

The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, "to augment the sum left by my late husband." Established 1892.....	16,231 67
---	-----------

BECK FUNDS:

The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied "to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe." The income of the remaining \$8,000 to be used for an annual prize "to the student in the Law School who shall pass the best examination in Real Estate Law." Established 1899.

Beck Scholarship Fund.....	\$2,000 00	
Beck Prize Fund	\$8,000 00	10,000 00
Carried forward.....		<u>\$175,733 31</u>

Brought forward.....	\$175,733 31
JULIUS BEER LECTURE FUND:	
Legacy of the late Julius Beer. Established 1903.....	10,000 00
BENNETT PRIZE FUND:	
Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for "an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States." Established 1893.....	1,000 00
BLUMENTHAL ENDOWMENT FUND:	
Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906.....	100,075 00
BUNNER PRIZE FUND:	
Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the "H. C. Bunner Medal," to be given to the student who shall present the best essay on an assigned subject in American Literature. Established 1896..	1,000 00
RICHARD BUTLER SCHOLARSHIP FUND:	
Gift of Mrs. Richard Butler in memory of her deceased husband. Richard Butler, open to students born in the State of Ohio. Established 1903	5,000 00
CAMPBELL SCHOLARSHIP FUND:	
Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the class of 1844, and Henry P. Campbell, of the class of 1847. Established 1900	6,000 00
EDWARD R. CARPENTIER FUND:	
Gift of Mrs. Maria H. Williamson for the endowment of a "Professorship, or an endowed lectureship, on the origins and growth of civilizations among men." Established 1906.....	150,000 00
JAMES S. CARPENTIER FUND:	
Gift from General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903	150,000 00
R. S. CARPENTIER FUND:	
Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904.....	100,000 00
CENTER FUND:	
Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professorship of Music, or to be used in any one or more of these ways or such other ways as shall in the judgment of the Trustees tend most effectively to elevate the standard of musical instruction in the United States, and to offer the most favorable opportunities for acquiring instruction of the highest order. Established 1896	178,046 50
Carried forward.....	<u>\$876,854 81</u>

TREASURER'S REPORT

285

Brought forward.....	\$876,854 81
----------------------	--------------

CHANLER PRIZE FUND:

Bequest of J. Winthrop Chanler, of the class of 1847, to found an annual prize for "the best original manuscript essay in English prose on the History of Civil Government of America, or some other historical subject." Established 1877.....	1,000 00
---	----------

CLARK SCHOLARSHIP FUND:

Bequest of the late Alonzo Clark, M.D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894.....	14,000 00
---	-----------

CLASS OF 1848 SCHOLARSHIP FUND:

Gift of an anonymous friend, 1902.....	10,000 00
--	-----------

COLUMBIA FELLOWSHIP FUND:

Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn, of the class of 1868, to this Department. The fellowship is awarded in even-numbered years. Established 1889	13,000 00
---	-----------

E. B. CONVERS PRIZE FUND:

Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the class of 1866, a prize in the Columbia Law School. Established 1906.....	1,000 00
---	----------

COTHEAL FUND:

Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries. Established 1896..	6,000 00
--	----------

CURTIS FELLOWSHIP FUND:

Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis; the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or of the State or City of New York, and to publish a monograph on some subject relating to the then existing condition of the United States, etc. Established 1899.....	10,000 00
---	-----------

GEORGE WILLIAM CURTIS MEDALS FUND:

Gift from an associate of George William Curtis in the Civil Service Reform work, 1902.....	1,000 00
Carried forward.....	\$932,854 81

Brought forward.....	\$932,854 81
DACOSTA PROFESSORSHIP FUND:	
The late Charles M. DaCosta, a member of the class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to.....	86,576 88
EDWARD A. DARLING PRIZE FUND:	
Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903	1,000 00
DEAN LUNG PROFESSORSHIP OF CHINESE FUND:	
Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law, and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901.....	213,000 00
DRISLER CLASSICAL FUND:	
Gift of President Low for the endowment of the "Henry Drisler Classical Fund" for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894.....	10,000 00
DYCKMAN FUND:	
Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the "Dyckman Fund for the Encouragement of Biological Research," "the interest derived therefrom to be devoted annually to such object consistent with the purposes of the gift, as shall be recommended by the Department of Zoölogy and approved by the President." Established 1899.....	10,000 00
EATON PROFESSORSHIP FUND:	
Legacy from the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903.....	100,000 00
GARTH MEMORIAL FUND:	
Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1904.....	16,250 00
GEBHARD FUND:	
Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.....	20,000 00
Carried forward.....	\$1,389,681 64

Brought forward..... \$1,389,681 64

GERMAN LECTURE FUND:

Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901..... 1,000 00

GUSTAV GOTTHEIL LECTURESHIP FUND:

Gift from Temple Emanu-El to establish this lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903..... 10,000 00

CORNELIUS HEENEY GOTTSBERGER FELLOWSHIP FUND:

Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeney Gottsberger. Established 1904..... 9,500 00

HARSEN SCHOLARSHIP FUND:

Founded by the late Jacob Harsen, M.D., in 1859, the income to be given in prizes. Under an order of the N. Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as the Harsen-Scholarships..... 31,114 10

ILLIG FUND:

Bequest of William C. Illig, of the Class of 1882, School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898..... 2,000 00

JACOBI WARD FUND:

Gift of an anonymous donor "to endow a ward for children in the Roosevelt Hospital." Established in 1899 as a memorial to the donor's wife and in honor of Dr. Abraham Jacobi..... 50,000 00

LAW BOOK TRUST FUND:

Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole's gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000) and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books..... 4,250 00

LOUBAT FUND:

Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archaeology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892..... 7,000 00

Carried forward..... \$1,504,545 74

Brought forward.....	\$1,504,545 74
LOURAT PROFESSORSHIP FUND:	
Gift from Joseph F. Loubat to establish the Loubat Professorship in American Archeology. Established 1903.....	100,000 00
MATHEMATICAL PRIZE FUND:	
Gift of Mrs. Louis T. Hoyt, to establish this fund in memory of her nephew, John Dash van Buren, Jr., of the class of 1905. Established 1906	5,000 00
McKIM FELLOWSHIP FUND:	
Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established in 1889.....	20,000 00
MEMBER OF CLASS OF '85 FUND:	
Gift of Grant Squires, of the class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895	1,050 00
GUY B. MILLER FUND:	
Bequest of the late Guy B. Miller, of the class of 1898, College of Physicians and Surgeons, for general purposes of the Medical School. Established 1904.....	10,000 00
MOFFAT SCHOLARSHIP FUND:	
Legacy from William B. Moffat, M.D., of the class of 1838, "for the purpose of one or more scholarships for the education and instruction of one or more indigent students." Established 1862.....	2,000 00
MOSENTHAL FELLOWSHIP FUND:	
Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.....	7,500 00
PERKINS FELLOWSHIP FUND:	
Legacy from Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898. The fellowship will be next awarded in June, 1906.....	5,700 00
PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:	
Gift to the Philolexian Society from J. Ackerman Coles, of the class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbedienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902...	1,000 00
Carried forward.....	\$1,656,795 74

TREASURER'S REPORT

289

Brought forward..... \$1,656,795 74

PHILOLEXIAN PRIZE FUND:

From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-4..... 1,326 80

PHOENIX LEGACY:

On account of one-third part of the residuary estate of the late Stephen Whitney Phoenix, bequeathed to Columbia College in 1881..... 180,929 63

ALEXANDER MONCRIEF PROUDFIT FELLOWSHIP FUND:

Legacy from the late Alexander Moncrief Proudft, of the class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the "Alexander Moncrief Proudft Fellowship in Letters," to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899..... 15,000 00

MARIA McLEAN PROUDFIT FELLOWSHIP FUND IN MEDICINE:

Legacy from the late Alexander Moncrief Proudft, of the class of 1892, to found a fellowship to be known as the "Maria McLean Proudft Fellowship," to be held only by such persons as, being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying this fellowship, or the income thereof, remain unmarried. Established 1899..... 15,000 00

JOSEPH PULITZER FUND FOR SCHOOL OF JOURNALISM:

Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903..... 1,000,000 00

PULITZER SCHOLARSHIP FUND:

Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one-half the sum to be used on improvements on the new site at 116th Street. Established 1893..... 50,448 75

THEODORE ROOSEVELT PROFESSORSHIP FUND:

Gift of James Speyer as an endowment of a Professorship of American History and Institutions in the University of Berlin. Established 1905..... 50,000 00

SCHERMERHORN SCHOLARSHIP FUND:

Bequest of John J. Schermerhorn, of the class of 1825, "for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime." Established 1877..... 5,000 00

Carried forward..... \$2,974,500 92

Brought forward.....	\$2,974,500 92
SCHIFF FELLOWSHIP FUND:	
Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898.....	15,000 00
SCHIFF PROFESSORSHIP FUND:	
Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905.....	100,000 00
CARL SCHURZ FELLOWSHIP FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.....	10,000 00
CARL SCHURZ LIBRARY FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900.....	10,000 00
SEIDL FUND:	
The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter "to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself to the study of musical composition at Columbia University, or elsewhere in this country, or abroad.".....	12,000 00
SLOANE MATERNITY HOSPITAL FUND:	
Gift of William D. Sloane and Emily Thorn Sloane, his wife, as an endowment to the Sloane Maternity Hospital, to make all its beds free in perpetuity. Established in 1889.....	475,000 00
SMITH PRIZE FUND, SCHOOL OF MEDICINE:	
Gift of relatives, friends and pupils of the late Joseph Mather Smith, M.D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College.....	2,337 81
STEVENS PRIZE FUND, SCHOOL OF MEDICINE:	
Established by the late Alexander Hodgson Stevens, formerly President of the College of Physicians and Surgeons. The income of the fund is awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize. To be next awarded in June, 1906.....	1,899 88
Carried forward.....	\$3,000,738 61

TREASURER'S REPORT

291

Brought forward..... \$3,600,738 61

STUART SCHOLARSHIP FUND:

The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the class of 1880, and Eugene Tolman Stuart, of the class of 1881, to found two scholarships in the College, to be known as "Stuart Scholarships." Established 1895..... 6,000 00

TOPPAN PRIZE FUND:

Gift of Mrs. Sarah M. Toppan to establish this fund in memory of her late husband, Robert Noxon Toppan. The income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904..... 4,000 00

TROWBRIDGE FELLOWSHIP FUND:

Gift of the Alumni Association of the School of Mines as a Memorial of the late Professor Trowbridge, to establish the "William Petit Trowbridge Fellowship in Engineering." The income of the fund, to be not less than \$500 per year, is payable to the widow of Professor Trowbridge during the pleasure of the Trustees. Established 1893..... 10,000 00

TRUST FUND FOR PSYCHOLOGY:

Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899..... 100,000 00

TYNDALL FELLOWSHIP FUND:

Gift of the late Professor John Tyndall of London, the income to be applied to the support of "American pupils who may have shown decided talent in Physics, etc." Established 1885..... 10,945 50

VANDERBILT CLINIC ENDOWMENT FUND:

Gift of Cornelius, William K., Frederick W. and George W. Vanderbilt, as a perpetual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic. Established 1896..... 115,000 00

WARING FUND:

The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter "the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of said College may direct."

For Mrs. Waring.....\$50,000 00
For Miss Waring..... 50,000 00

100,000 00

\$3,946,684 11

INVESTMENT OF SPECIAL AND GENERAL FUNDS IN PERSONAL SECURITIES

I—Special Funds

BONDS

\$4,000 Belleville & Carondelet R. R. Co's 6 per cent. First Mortgage Bonds, due 1923.....	\$4,574 00
18,000 Buffalo, Rochester & Pittsburgh R. R. Co's 5 per cent. General Mortgage Gold Bonds, due 1937	17,940 32
5,000 Canada Southern R. R. Co's 5 per cent. Second Mortgage Bonds, due 1913.....	5,000 00
50,000 Central Leather Co's 5 per cent. First Lien 20 Year Gold Bonds, due 1928.....	49,625 00
20,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1987.....	20,000 00
1,000 Central R. R. Co. of New Jersey 5 per cent. 100 Year General Mortgage Bond, due 1987.....	1,000 00
50,000 Chesapeake & Ohio R. R. Co's 4½ per cent. General Mortgage Bonds, due 1992.....	53,987 50
1,000 Chesapeake & Ohio R. R. Co's 5 per cent. First Mortgage Gold Bond, due 1940 (Craig Valley Branch)	1,000 00
10,000 Chicago & Northwestern R. R. Co's 4 per cent. Extension Bonds, due 1926	10,000 00
250,000 Chicago & Northwestern R. R. Co's 5 per cent. Sinking Fund Debenture Bonds, due 1933	250,000 00
200,000 Columbia College 3 per cent. Mortgage Gold Bonds, due 1909.....	200,000 00
75,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937.....	75,000 00
6,000 Georgia Pacific R. R. Co's 6 per cent. First Mortgage Bonds, due 1922.....	6,885 00
24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953.....	21,950 67
10,000 Lehigh & Hudson River R. R. Co's 6 per cent. (reduced to 5 per cent.) First Mortgage Gold Bonds, due 1911.....	10,000 00
28,000 Lehigh Valley R. R. Co's 4½ per cent. First Mortgage Bonds, due 1940.....	28,000 00
10,000 Lehigh Valley Terminal R. R. Co's 5 per cent. First Mortgage Gold Bonds, due 1941.....	10,000 00
29,000 Manhattan Railway Co's 4 per cent. Consolidated Bonds, due 1990.....	27,948 75
Carried forward.....	\$792,911 24

TREASURER'S REPORT

293

Brought forward	\$792,911 24	
225,000 Michigan Central R. R. Co's (Detroit & Bay City) 5 per cent. First Mortgage Bonds, due 1931	225,000 00	
25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1986.....	25,000 00	
25,000 Niagara Falls Power Co's 5 per cent. First Mortgage Consolidated Bonds, due 1932	22,500 00	
70,000 Northern Pacific R. R. Co's (General Lien Railway & Land Grant) 3 per cent. Gold Bonds, due 2047.....	50,000 00	
95,000 Northern Pacific R. R. Co's (Prior Lien Railway & Land Grant) 4 per cent. Gold Bonds, due 1997	95,750 00	
211,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral)....	200,000 00	
50,000 Oregon Short Line R. R. Co's 5 per cent. Consolidated First Mortgage Gold Bonds, due 1946..	56,112 50	
28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933	28,000 00	
50,000 Scioto Valley & New England R. R. Co's 4 per cent. Gold Bonds, due 1989	50,000 00	
32,000 West Shore R. R. Co's 4 per cent. First Mortgage Bonds, due 2361.....	31,945 50	
50,000 Wisconsin Central R. R. Co's 4 per cent. First Mortgage Gold Bonds, due 1949	45,750 00	\$1,622,969 24

STOCKS

16 shares Albany & Susquehanna R. R. Co.....	\$2,000 00	
400 shares American Smelting & Refining Co., pfd.	50,450 00	
300 shares Atlanta & Charlotte Air Line R. R. Co.	51,337 50	
19 shares Catawissa R. R. Co., preferred, (\$50 par value).....	475 00	
11 shares Cincinnati, Hamilton & Dayton R. R. Co., common		
2,000 City of New York Corporate Stock, for replenishing the Fund for Street and Park Opening, due 1929.....	2,043 00	
15,000 City of New York Consolidated Stock (Street and Park Opening Fund) due 1918.....	15,212 50	
5 shares Consolidated Gas Co. of New York.....	193 53	
122 shares Delaware & Hudson Co.....	12,639 34	
103 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value).....	6,180 00	
262 shares Illinois Central R. R. Co.....	31,265 33	
500 shares Manhattan Railway Co.....	70,500 00	
13 shares National Bank of Commerce of New York	1,142 50	
Carried forward.....	\$243,438 70	\$1,622,969 24

Brought forward	\$243,438 70	\$1,622,969 24
72 shares New York, New Haven & Hartford R. R. Co.....	11,200 50	
10,000 shares Pennsylvania R. R. Co. (\$50 par value)	625,000 00	
33 shares Pittsburg, Fort Wayne & Chicago R. R. Co.....	4,125 00	
18 shares Rensselaer & Saratoga R. R. Co.....	2,290 91	
155 shares United New Jersey R. R. & Canal Co...	28,894 88	\$914,949 99

BONDS AND MORTGAGES

Louisa M. Agostini, on 17 West 47th Street, New York, at $4\frac{1}{4}$ per cent., due 1907.....	\$43,500 00	
Ellen D. B. Brown, on 37 West 47th Street, New York, at $4\frac{1}{4}$ per cent., due 1907.....	46,500 00	
Jacob D. Butler, on "Wheelock Property," 161st Street and Broadway, New York, at 4 per cent., due 1904.....	250,000 00	
Columbia University Club, on 18 Gramercy Park, New York, at 4 per cent., due 1910.....	100,000 00	
Elizabeth R. Dinsmore, on 47 West 47th Street, New York, at $4\frac{1}{4}$ per cent., due 1907.....	38,500 00	
Mabel A. Downing, on 40 West 48th Street, New York, at $4\frac{1}{4}$ per cent., due 1910.....	36,350 00	
Evan M. Evans, on 38 West 48th Street, New York, at $4\frac{1}{4}$ per cent., due 1910.....	35,750 00	
Morris Goldberg and Nathan Schanupp, on 136 Monroe Street, New York, at $4\frac{1}{4}$ per cent., due 1903	15,000 00	
Francis Huber, on 209 East 17th Street, New York, at 4 per cent., due 1900.....	15,000 00	
Emeline M. Ivison, on 12 West 48th Street, New York, at $4\frac{1}{4}$ per cent., due 1910.....	77,500 00	
Leopold Kaufmann, on 57 Morton Street, New York, at 5 per cent., due 1906.....	30,000 00	
Leopold Kaufmann, on 212 Grand Street, New York, at $4\frac{1}{4}$ per cent., due 1907.....	33,000 00	
Lillie A. King, on 2262 Second Avenue, New York, at 4 per cent., due 1904.....	15,000 00	
Alexander Latner, on 437 East 86th Street, New York, at $4\frac{1}{4}$ per cent., due 1906.....	6,000 00	
Frank Maunsell, on 163-173 Sterling Place, Brooklyn, at 4 per cent., due 1905.....	35,000 00	
Siegfried W. Mayer, on 206 West 17th Street, New York, at 4 per cent., due 1905.....	5,000 00	
Elizabeth Moore, on 44 West 48th Street, New York, at $4\frac{1}{4}$ per cent., due 1907.....	32,500 00	
Carried forward.....	\$814,600 00	\$2,537,919 23

TREASURER'S REPORT

295

Brought forward	\$814,600 00	\$2,537,919 23
William Moores, on north side of 129th Street, 315 feet east of Fourth Avenue, New York, at 4 per cent., due 1902.....	15,000 00	
Cornelia Lee Page, on 238 East 15th Street, New York, at 4 per cent., due 1901.....	17,000 00	
Amy A. Sands, on 58 West 48th Street, New York, at 4 per cent., due 1907.....	35,000 00	
Moritz Simon and Wife, on 93 Park Row, New York, at 4 per cent., due 1907.....	15,000 00	
William H. Vanden Burg, on 30 West 48th Street, New York, at 4½ per cent., due 1907.....	41,000 00	
Elizabeth W. Van Ingen, on 34 West 48th Street, New York, at 4½ per cent., due 1908.....	50,500 00	
Charlotte Weatherley, on 592 Fifth Avenue, New York, at 4½ per cent., due 1910 (part).....	129,644 63	
William Hanford White, on 56 West 48th Street, New York, at 4½ per cent., due 1907.....	36,500 00	
Frances F. Wood, on 33 West 47th Street, New York, at 4½ per cent., due 1907.....	49,500 00	
Edmund H. Wright, on Schenectady Ave., Brooklyn, at 5 per cent., due 1899.....	5,000 00	\$1,208,744 63

MISCELLANEOUS

Certificate of Deposit of New York Life Insurance & Trust Co., at 3½ per cent.....	20 25	
	<u>\$3,746,684 11</u>	

II—General Funds

STOCK

100 shares Consolidation Coal Co. of Maryland, (par \$100)	7,500 00
--	----------

BONDS AND MORTGAGES

Josephine Archer, on 53 West 47th Street, New York, at 4½ per cent., due 1909.....	43,650 00	
Mary E. Graydon, on 26 West 48th Street, New York, at 4½ per cent., due 1909.....	48,750 00	
Mary P. Kirkpatrick, on 67 West 47th Street, New York, at 4½ per cent., due 1909.....	42,100 00	
John Kirkpatrick, on 69 West 47th Street, New York, at 4½ per cent., due 1909.....	41,375 00	
Julia M. Stimson, on 14 West 48th Street, New York, at 4½ per cent., due 1908.....	75,600 00	
James E. A. Thompson, on 66 West 48th Street, New York, at 4½ per cent., due 1909.....	41,550 00	
Charlotte Weatherley, on 592 Fifth Avenue, New York, at 4½ per cent., due 1910 (part).....	38,355 37	338,880 37
		<u><u>\$4,085,564 48</u></u>

ARREARS OF RENT, JUNE 30, 1906

Arrears of Rent, June 30, 1905	\$6,932 50	
Collected in 1905-1906	6,389 50	\$543 00
Total amount of Rents Receivable, 1905-1906	\$392,902 51	
Collected in 1905-1906	387,227 01	
Arrears accrued during 1905-1906		5,675 50
Arrears of Rent, June 30, 1906		<u>\$6,218 50</u>
210 Barclay Street, Cornelius A. Baldwin, 12 months to Feb. 1, 1906...		\$1,200 00
200 and 200a Barclay Street and Park Place, Trustees of Estate of George W. Bassett, 6 months to May 1, 1906		1,300 00
201 and 201a Barclay Street and Park Place, Edward F. Anderson, Trustee, 6 months to May 1, 1906		1,250 00
61 West 48th Street, George E. Brewer, 6 months to May 1, 1906		355 00
46 West 49th Street, Annie M. Scott, 6 months to May 1, 1906		309 00
48 West 49th Street, John Smith Rice, 6 months to May 1, 1906		325 00
19 West 50th Street, Charles Pfizer, Jr., 6 months to May 1, 1906		393 50
53 West 50th Street, Amelia A. W. Peck, 24 months to May 1, 1906...		1,086 00
		<u>\$6,218 50</u>

NEW YORK, October 1, 1906

JOHN McL. NASH

Treasurer

We certify that we have examined the accounts of the Treasurer of Columbia College for the year ending June 30, 1906 and find them to be correct and duly vouched.

PATTERSON, TEELE & DENNIS

Certified Public Accountants

August 27, 1906

Barnard College—Financial Statement, 1905-1906

The Report of the Treasurer of Barnard College has been examined by MESSRS. PATTERSON, TAYLOR & DENNIS, Certified Public Accountants, and has been vouched for by them.

BARNARD COLLEGE—FINANCIAL STATEMENT

297

RECEIPTS

SCHEDULE I.

Balances:	
Check, held in escrow, released.....	\$10,000 00
Corn Exchange Bank.....	1,000 00
	\$11,000 00
Dividends.....	28,154 58
Miscellaneous Sources (including Loan New York Trust Company).....	10,087 07
Tuition Fees.....	53,776 83
Gifts for Designated Purposes:	
General Funds.....	\$20,950 00
Scholarships.....	1,460 00
Renovating the Theatre.....	1,435 00
Fiske Hall Repairs.....	1,000 00
Physical Education.....	575 00
Dean's Loan Fund.....	200 00
Chapel Music.....	36 00
Ella Weed Library.....	10 00
	25,668 00

SCHEDULE II.

Gifts for Permanent Purposes:	
Scholarships:	
G. W. Smith Fund.....	\$5,000 00
McLean Fund.....	1,977 00
Dormitory Fund.....	1,000 00
	7,977 00
	<u>\$136,641 48</u>

DISBURSEMENTS

General Purposes:	
Educational Administration.....	\$82,344 20
Business Administration.....	3,075 63
Care of Buildings and Grounds.....	18,594 35
	\$104,014 18
Ella Weed Memorial Library:	
Salary of Custodian.....	\$525 80
Books and Incidentals.....	311 89
	837 69
Scientific Departments:	
Botany.....	\$499 68
Chemistry.....	910 67
Geology.....	50 00
Physics.....	500 00
Zoology.....	314 98
	2,275 33
Fees Returned to Students.....	385 67
Miscellaneous Sources:	
Scholarship Balances.....	\$840 00
Prizes.....	100 00
School at Rome.....	100 00
	840 00
Loans Repaid to New York Trust Company.....	5,026 88
Investments.....	11,817 23
Overdraft brought forward, July 1, 1905.....	1,889 38
Balances:	
New York Trust Company.....	\$8,555 12
Corn Exchange Bank.....	1,000 00
	9,555 12
	<u>\$ 136,641 48</u>

Teachers College**FINANCIAL STATEMENT, 1905-1906***

The Report of the Treasurer of Teachers College has been examined by MESSRS. PATTERSON, TEELE & DENNIS, Certified Public Accountants, and has been vouched for by them.

INCOME

Fees, etc.....	\$314,948 65
Donations for General Purposes.....	33,560 00
Interest from General Funds.....	2,297 62
Sundries—Sales of Publications and Advertising, Rent of Pianos, etc.....	1,796 46
Income from special funds, used during year.....	26,644 72
Funds for Designated Purposes, used during year.....	2,514 55
	<hr/>
	\$381,762 00

EXPENDITURE

Educational Administration and Instruction.....	\$307,576 75
Buildings and Grounds—Up-keep.....	50,117 74
Library and Educational Museum.....	7,818 41
Business Administration.....	5,165 44
	<hr/>
	\$370,678 34
Net Surplus for the year (carried to Surplus Acct.).	<hr/>
	\$11,083 66

SURPLUS ACCOUNT, JUNE 30, 1906

Surplus at June 30, 1905.....	\$5,048 42
Received during year ended June 30, 1906, on account of old debt.....	10 00
Surplus for year ended June 30, 1906.....	11,083 66
	<hr/>
	\$16,142 08

DEDUCT:

Amount set aside as Reserve for Uncollected Accounts and Bad Debts written off.....	1,730 11
	<hr/>
Surplus at June 30, 1906.....	\$14,411 97

* The figures in this statement differ slightly from those of the table in the President's Report, page 10, as the former were revised after the table was prepared.

Balance Sheet**DEBITS**

Land, Buildings, and Equipment.....	\$2,551,631 06
Investments—Special Funds.....	665,361 20
Loans to Students—Special Loan Fund.....	9,623 00
Accounts Receivable—Fees and Sundries.....	4,360 10
Cash—Special Funds, etc.....	26,775 50
Special Loan Fund.....	2,293 37
General Funds.....	6,996 64
Unexpired Insurance.....	3,428 76
Catalogues 1906-07.....	750 00

\$3,271,219 63
CREDITS

Principal of Permanent Funds.....	\$2,551,215 84
Principal of Special Funds.....	689,649 18
Principal of Special Loan Funds.....	11,916 37
Income from Special Funds—Unexpended.....	2,407 22
Gifts for Designated Purposes—Unexpended.....	516 68
Accrued Liabilities.....	1,102 37
Surplus.....	14,411 97

\$3,271,219 63

**PRINCIPAL AND INVESTMENT OF SPECIAL FUNDS TOGETHER WITH THE UNINVESTED
BALANCES AS AT JUNE 30, 1906**

	July 1, 1905	Additions for Year	Principal	Invested in Securities	Temporary Loans	Invested in Horace Mann School Bldg.	Uninvested
Caroline L. Macy Bequest....	\$193,800 00	\$502 56	\$194,302 56	\$178,018 42	.....	\$431 25	\$15,852 89
Bryson Library Fund.....	76,000 00	.....	76,000 00	76,000 00	.....	.....	.....
Bryson Library Avery Col- lection Fund.....	2,000 00	.....	2,000 00	2,000 00	.....	.....	.....
Kemp Estate Legacy Fund....	10,000 00	27,642 04	37,642 04	37,262 50	.....	.....	379 54
Hoadley Scholarship Fund....	3,000 00	.....	3,000 00	3,000 00	.....	.....	.....
Tilston Scholarship Fund....	2,594 69	34 94	2,579 63	2,453 75	.....	.....	125 88
Caroline Scholarship Fund....	2,027 08	.....	2,027 08	2,027 08	.....	.....	.....
General Endowment Fund....	13,000 00	50,000 00	63,000 00	13,000 00	\$50,000 00	.....	.....
Rocketteller Endowment Fund	250,000 00	51,097 87	301,097 87	246,599 45	50,000 00	.....	4,498 42
Daughters of the Cincinnati Scholarship.....	.....	3,000 00	3,000 00	.....	.....	.....	3,000 00
	\$557,371 77	\$132,277 41	\$689,649 18	\$565,361 20	\$100,000 00	\$431 25	\$23,856 73

**PRINCIPAL AND INVESTMENT (LOANED STUDENTS) OF SPECIAL LOAN FUNDS TOGETHER WITH
THE UNINVESTED BALANCES JUNE 30, 1906**

	Principal	Loaned Students	Uninvested
Ruth Loan Fund.....	\$5,449 39	\$4,705 50	\$743 89
General Loan Fund.....	6,466 98	4,917 50	1,549 48
	\$11,916 37	\$9,623 00	\$2,293 37

**PRINCIPAL AND INVESTMENT OF PERMANENT FUNDS TOGETHER WITH THE ADDITIONAL
AMOUNTS INVESTED IN BUILDINGS AND GROUNDS FOR THE YEAR ENDED
JUNE 30, 1906, AND THE UNEXPENDED BALANCES OF PRINCIPAL
OF SAID FUNDS**

	Principal			Disposition of Principal		Other than Principal Invested	Total In- vested in Property
	July 1, 1905	Additions for Year	Total	Invested in Property	Uninvested Balances		
College Grounds.....	\$ 524,703 00	.....	\$ 524,703 00	\$524,703 00	.....	.....	\$524,703 00
Main Building.....	542,390 09	.....	542,390 09	542,390 09	.....	.....	542,390 09
Milbank Memorial Hall.....	256,870 89	.....	256,870 89	256,870 89	.....	.....	256,870 89
Macy Memorial Hall.....	252,233 03	.....	252,233 03	252,233 03	.....	.....	252,233 03
Horace Mann School.....	398,093 71	*\$45,000 00	443,093 71	443,093 71	.....	†\$431 25	443,524 96
Physical Education Bldg.....	395,039 15	†2,661 50	397,700 65	397,684 52	\$16 03	.....	397,684 62
Snyder Schl. (Land and Bldg.)	133,024 47	.....	133,024 47	133,024 47	.....	.....	133,024 47
College Greenhouse.....	1,200 00	.....	1,200 00	1,200 00	.....	.....	1,200 00
	\$2,503,554 34	\$47,661 50	\$2,551,215 84	\$2,551,199 81	\$16 03	\$431 25	\$2,551,631 06

* Gift of Mr. V. Everit Macy.

† Part of the principal of the Caroline L. Macy Bequest temporarily invested in the Horace Mann School Building.

‡ Gift of Mrs. F. F. Thompson.

302 *TEACHERS COLLEGE—FINANCIAL STATEMENT*

ADDITIONS TO PERMANENT FUNDS

Horace Mann School Building Fund :		
Gift of Mr. V. Everit Macy.....	\$45,000 00	
Physical Education Building Fund :		
Gift of Mrs. F. F. Thompson.....	2,661 50	\$47,661 50
Rockefeller Endowment Fund :		
Gift of Mr. John D. Rockefeller.....	\$50,000 00	
Profits on bonds sold.....	1,097 87	51,097 87
Caroline L. Macy Bequest :		
Profits on sale of rights.....	502 56	
General Endowment Fund :		
Gift from "A Friend".....	50,000 00	
Tileston Scholarship Fund :		
Profit on sale of rights.....	34 94	
Kemp Estate Legacy Fund.....	27,842 04	
Daughters of the Cincinnati Scholarship Fund.....	3,000 00	
		132,277 41
Total.....		\$179,938 91

GIFTS FOR DESIGNATED PURPOSES

Scholarships:		
Shackleford Scholarship		
Gift from "A Friend".....	\$75 00	
Pierrepont Scholarship		
Gift of Miss Ellen Pierrepont Moffat.....	75 00	
Southern Scholarships		
Gift of Mr. John Crosby Brown.....	500 00	
Macy Scholarships		
Gift of Mr. V. Everit Macy.....	1000 00	
Special Kindergarten Scholarship		
Mrs. Lea McG. Luquer.....	200 00	
Special Scholarship		
Gift from "A Friend".....	159 50	
Special Scholarship		
Gift from "A Friend".....	150 00	
Teachers College Alumni Fund :		
Gift of Teachers College Alumni Association.....	105 21	
New York State Library Fund :		
Amount received from the State of New York.....	100 00	
United Daughters of the Confederacy Prize Fund:		
Gift of the United Daughters of the Confederacy..	100 00	
Total.....		\$2,464 71

ADDITIONS TO SPECIAL LOAN FUNDS

General Loan Fund :		
Gift of Miss Grace H. Dodge.....	\$1,000 00	
Gift of Mrs. F. F. Thompson.....	500 00	
Gift of Class of 1906.....	150 00	
Interest on Loans.....	42 23	\$1,692 23
Ruth Loan Fund :		
Interest on Loans.....		29 57
Total.....		\$1,721 80

GIFTS FOR GENERAL PURPOSES

Through Trustees.....	\$17,250 00	
A Western Friend.....	10,000 00	
Mrs. Wm. E. Dodge.....	3,000 00	
Mr. and Mrs. Andrew Carnegie.....	500 00	
Mrs. Elliot F. Shepard.....	500 00	
Mr. Clarence M. Hyde.....	500 00	
Mrs. A. Newbold Morris.....	500 00	
Mr. Morris K. Jesup.....	500 00	
Mrs. R. T. Auchmuty.....	250 00	
Rev. D. Stuart Dodge.....	250 00	
Mr. and Mrs. John Steward, Jr.....	200 00	
Miss Helen Phelps Stokes.....	100 00	
Miss Louise Lee Schuyler.....	10 00	
Total.....		\$33,560 00

College of Pharmacy—Financial Statement

From July 1, 1905 to June 30, 1906

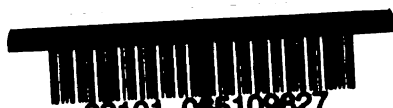
RECEIPTS

Balance on hand.....	\$	5 72
Students' Fees:		
Full course tickets.....	31,702 50	
Extra laboratory tickets.....	375 00	
Quiz tickets.....	120 00	
Graduate Course tickets.....	2,150 00	
Pharmacy and Dispensing laboratory tickets.....	330 90	
Analytical Chemical laboratory tickets.....	474 17	
University Course tickets.....	140 02	
Microscopical laboratory ticket.....	25 00	
Chemistry Lecture Course ticket.....	25 00	
Pharmacognosy laboratory ticket.....	25 00	
Membership dues and initiations.....	455 00	
Laboratory breakage.....	584 03	
Fees and fines from Board of Pharmacy.....	1,966 35	
Transferred from reserve fund.....	6,200 00	
From students for examination.....	2,214 50	
From Commencement Committee.....	626 95	
Full Course note on account.....	40 00	
	<u>\$47,450 14</u>	

DISBURSEMENTS

Educational administration.....	\$25,860 42
Care of buildings and grounds.....	2,109 02
Library.....	708 35
Business administration.....	386 11
Interest.....	4,500 00
Transferred to reserve fund.....	6,200 00
Insurance.....	601 88
Committee on New Members.....	80 00
June 30, 1906:	
Balance in Lincoln Trust Co.....	\$6,800 00
Balance in Garfield Bank.....	164 36
Full Course note (in office).....	40 00
	<u>7,004 36</u>
	<u>\$47,450 14</u>

PRINCETON UNIV



32101 055109827



